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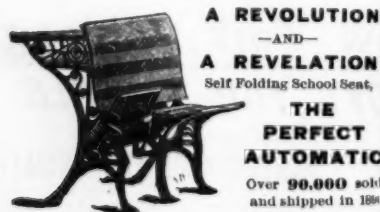
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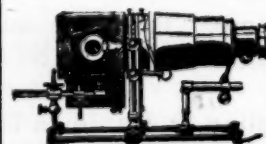
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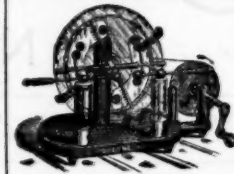
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COPYRIGHT, 1891, BY E. L. KELLOGG & CO.

THE last number of THE JOURNAL will draw forth many expressions of praise from primary teachers and principals. The materials are from the best writers on primary education, the illustrations new and appropriate. The twenty pages will certainly show judges of pedagogical matters that THE JOURNAL intends to lead its readers on to higher planes of usefulness in their school-rooms.

THE editors ask every teacher who has made, or is making, genuine discoveries in the art of teaching to write them down and send them in. There are those who have the art of writing, but have not made any experiments as yet; their productions often read well, but lack in the very qualities that are essential. There are those who observe well but put down everything; their work suffers from voluminousness and want of perspective. When a person undertakes to paint a picture he must study to see what can be left out and still preserve the picture. So in writing. To write well on practical teaching is very difficult; the skilful teacher too often is unskilful at writing. There is need that both be combined.

A SCHOOL had been visited in company with a very intelligent official; we had not gone ten feet from the door when he exclaimed, "What a grind!" And yet the building was a good one; the furniture handsome; the teacher well clad and intellectual looking; the pupils intelligent in appearance. In reply to questions it came out that he felt it would do no good to find fault; he would

be classed as one who was opposed to the school; besides he had not studied the subject so he could not tell just what to do. In general, he felt the intelligence of the pupils was not appealed to. It is well worth asking, "Need school work be a grind?"

IT is one of the curiosities of reform that the founding of the University School of Pedagogy in this city, and the graduation of a class of teachers who are entitled, by this venerable institution, to have a pedagogical distinction, the first in the world, would arouse feelings of profound satisfaction and encouragement. But it is not the case. In the educational ranks are men who belittle this great step in educational advancement. It is comforting to reflect while observing their sore-headedness, that the most persistent opponents of the first normal school established in the state of New York were teachers! When the state Teachers Association met in Rochester in '47 (we think) a resolution was prepared by teachers who claimed no mean eminence and was to be offered, but David P. Page heard of it and took the platform awaiting the event. It was not offered!

We repeat the graduation of a class of teachers who had given long and earnest study to the scientific side of education, by the University of the City of New York, is one of the great educational events of the century. The founding of a school of pedagogy is a natural sequence of the founding of normal schools. The one who gave time, thought, and labor to carry through this magnificent work, deserves the highest praise; but it is not a question of persons, it is a question of purpose. But the world will move; in '84 the National Association would have nothing to do with Col. Parker; in '91 it listens to his address with applause. It is safe to predict that the National Association will rectify its omission at an early date.

LOOKING at one's work too close by, is one of the unsuspected dangers to which teachers are peculiarly liable. The demand for immediate results which are made by graded schools, that pupils may pass from one step to the next, makes it well nigh impossible for the teacher, who would teach for the future, to get time or opportunity to look at her work in a perspective light. What effect will this day's teaching have upon these children twenty years from now? Am I arousing a hunger and thirst for knowledge that will lead to a habit of investigation when these children are grown up boys and girls? These questions, faced heroically at the end of each day or week, would keep the necessary perspective element in teaching in full view. It matters far less that the subject-matter of the day can be reproduced on the morrow than that there is planted in the pupil's mind an active principle that will live, grow, and send them to books and study long after the teacher is well-nigh forgotten. Colonel Parker never uttered a truer saying than this: "Motive always determines the method." With a fixed determination in the coming year to work for the future, much of the unreasoning worship of this or that "taking" method that struck the fancy but will not stand the test of principle, will fall away, and truer, directer ways of reaching the heart and understanding will take the place of blind imitation. If the teacher sees clearly before her the mark in the distance, the methods to reach it will bear the stamp of earnestness, directness, and originality.

AN interesting incident in the President's tour is his reception in the "House of Pana" in Saratoga. This house is a reproduction of one owned by Mr. Pana 2,000 years ago in Pompeii; the furniture, pictures, decorations were all copies of those that Mr. Pana gazed on or employed.

HOW MUCH MARGIN?

A little planning of one's time and a little "having it out with one's self" alone, as to what is intended or expected to be accomplished during the coming school year may prevent many mistakes, when the confusion arising from actual pressure of work makes it difficult to select the best pathway. On one hand are a small class of teachers who give every waking hour, and the dreams of sleeping ones, to school work and thought; on the other hand, a much larger class make it a boast that they "leave school at the school-house when they shut the door," and an early closing at that. Where does the happy medium lie? How much margin shall the teacher allow herself for an outside life of reading, recreation, and society? How much time, even in the interest of the school itself, ought to be appropriated by the teacher to making herself popular in the community, that she may by this very means build up a public opinion in the school's favor, that shall be its salvation when the Philistines are upon it? Men of affairs, women of busy households the professional class of the town or city—all need to unite as a wall of fortification behind the schools as co-workers and sympathizers in pleasant weather and to be a power for defence when the storms come. Why are they not? Because they are not brought into the circle of the school's influence. Too absorbed and busy to seek their own way there, they need to be attracted to it by a drawing influence they cannot resist. Many teachers who are single hearted to their own idea of making an ideal school, go to and from their daily work in complete disregard of the fact that there is an outside community to be educated, lifted up, and inspired as well as a room full of children to be trained. Let each teacher thoughtfully determine, how much margin of time and effort ought to be given to this part of her work before the thousand little details of school-room work crowd out all thought of everything but the little world inclosed by the four walls.

THE Columbian year 1893, with its prospective world gathering, has suggested to leading American citizens the practicability of a Pan-Republic Congress. This is to be composed of delegates from all the free governments of the world, and from such societies as sympathize with the spirit of free institutions. The object of this is not a mere love-feast of self-gratulation, but a genuine desire to bring such results as have been secured by republican governments to all nations of the earth. For this purpose a committee of three hundred American citizens has been organized. This committee met in Washington, April 10, 1891, to make preliminary arrangements for the organization of the Human Freedom League. They are now seeking for the ideal "address" which shall be sent to all the peoples of the earth as an international reveille to awaken every nation to the recognition of the fact that universal liberty is the only door to universal brotherhood. Whatever is left out or inserted in this important address, the fact that the general diffusion of education among the masses has been the key to successful self-government, should be pointedly emphasized. The little school-houses planted by the roadside in the early history of this country—assuming the United States to be the best type of a republic thus far—have been a power in the upbuilding of free government and strengthening the nation's fiber that calls for world-wide recognition. There may not have been the most scientific teaching in these humble schools, but they were, for the most part, nurseries of Patriotism, feeding the natural love of liberty in every human heart, and sending forth strong, self-reliant men and women, ready to battle and sacrifice for liberty and country. Let the school houses of the republic find "honorable mention in this address."

AS TO MISTAKES.

Some ten years ago, a superintendent of one of the foremost cities of New England criticised the new education in an address entitled "The Presumption of Brains;" and as the orator had a keen sense of the ridiculous and a trenchant pen he caused many a hearty laugh at the expense of those who were attempting new paths in education. The reformers in education have made many mistakes; yes, let it be admitted that they have done many foolish things. Froebel was called an "old fool," and it is quite probable that he earned the appellation; before he had reached the end he was after he stumbled hither and thither in quite an aimless manner. The mistakes of reformers are far more apt to arrest the attention than their genuine discoveries.

The old school of thought aimed at certain attainments as the end—certain additions to the mental furniture. A "liberal education" was one which included a knowledge of Latin and Greek, and this term was one of wide use and of broad meaning in New England. The conception of education was one of extreme narrowness. If a man in the almshouse could utter a sentence in Latin it was spoken of with bated breath; and the unuttered question seemed to be, "Is it right he should be there?"

The new school of thought had higher moral tendencies; it aimed to develop character; it aimed at goodness, at uprightness, at a renovation of the mind and heart. It is possible that there was not such a hearty admission of the old maxim that the child was born with tendencies to the pit as was once popular, and this may have aroused suspicion. At all events, the extra efforts made by the new school to awaken and direct thought, the general abolition of the law of force, the use of visible instruction, the allowance of pictorial effort by the children (once forbidden by sternest injunction), the employment of analytical methods, the encouragement of observation in the pupil to the extent even of supposing no one else had entered the field, the permission for the young imagination to disport itself in the inviting fields of literature—all these and many more, became the subject of ridicule; and who can wonder when it must be admitted they were undoubtedly employed clumsily and without judgment?

The mistake of the old school was a vital one—its aim was knowledge. The new school aimed at power, believing that this power would expend itself on knowledge. In walking in untrodden fields it made errors, but it could not go far, for there was the lynx-eyed old school on the watch to jeer it back from too wide wanderings. The old school has had the field, and has had the opportunity to work out its ideal, and it must be admitted that it has produced brilliant results. What men of eminence have been started on their course by it, and have walked through this world of ours, leaving a trail behind them as does a star of the heavens when it falls! And yet, has it never occurred to one who meditates upon this fact, and points to it as a sufficient proof of the soundness of the old school methods, that such men have thus arisen because nature was strong enough in them to lift them up and along, in spite of the erroneous methods employed in their early culture?

Whatever mistakes the new school may make (and they will be many), they aim to follow nature. And what other guide is there? Show us, say the adherents of this school, that we are not working in harmony with the nature of the child and we will change our methods. All the real teacher has to guide him, is the law of development fixed in the child by his great Creator. We know something of this law, but none too much; innumerable experiments are yet to be made. And in doing this he will obtain crude methods instead of finished results; his pupils will appear to be investigators merely, and to have proceeded but a little way, and to have none of the confident airs of those who have memorized things perfectly!—even without understanding them.

THE Russian educational authorities, have evolved and put into practice the idea of a traveling school. The Trans-Caspian railway runs through hundreds of miles, inhabited by semi civilized, wholly uneducated people, and for these the government has provided a traveling school and school-master. A carriage arranged as a school-room, with all the necessary school furniture, and supplied with a school-master, is attached to the train. Arrived at the first station, it is uncoupled and taken out of the way, when the children come and take a few hours' instruction. This over, the school carriage proceeds with the next train to the next station, and then begins again.

Why does this not solve the problem of training teachers? A small town that cannot pay for first class talent could thus have the benefit of superior pedagogy on wheels. And what a world of trouble this would save the teacher! No examinations, no gossiping patrons, no jealous teachers, no school board to get along with." By the time these inevitable evils began to germinate, the car could "move on," and silently initiate the other side into the sensation of being practically "left."

THE University of Pennsylvania has just come into possession of several handsome bequests, through the energy of Prof. Francis N. Thorpe, for a new institution to be known as the School of American History and Institutions. Everything that pertains to America in the way of history, literature, law, and lore of any kind is to be studied. Prof. Thorpe is to be the dean of the new school, and he has spent over five years in perfecting his plans and elaborating his ideas. The library will be one of the finest on this continent, containing over 50,000 volumes. It will be very complete in every line bearing on American history, literature, and law.

In the public schools of Australia, the girls and boys share the advantages equally; and, aside from the record that the girls are unusually well educated, it is affirmed that they read the newspapers and are familiar with the general events of the times. Men and women are absolutely equal in the universities, except at Melbourne. There are 160 women graduates at the University of New Zealand, eighty at Sydney, as many at Melbourne, and thirty at Adelaide. The statistician who gives these facts, adds: "Another interesting and suggestive fact is, that in no country of the world is the percentage of unmarried women smaller than in Australia."

THE eighty-second anniversary of the birthday of Dr. Oliver Wendell Holmes was a delightful occasion at Beverly Farms, Mass., where he received his friends. His physical vigor made it hard to credit the true record of his age. From twenty to thirty floral tributes were received besides a large mail of congratulations, among which was this welcome message from Whittier:

"Love and warm congratulations from thine old friend,
JOHN G. WHITTIER."

BESIDES the American members of the International Congress of Geologists who held their session in Washington last week, there were delegates from Canada, Mexico, South America, Russia, Austria, Germany, France, Italy, Great Britain, Australasia, and the East Indies. Germany was represented by twenty delegates, who are professors of geology in the universities of their own country. The seven Russian delegates distinguished themselves, in "papers" read to the congress, for broad knowledge and deep research. The subject of geology is one of growing importance, and all men seem to be brothers when seeking for the truth in science.

THE subject of pensions is certainly popular. The letter carriers are the new claimants. They say they walk around so much that by the time they are fifty years old they are entirely used up, and so want good Uncle Samuel to provide for them. We have only a word to say to mitigate the misery they anticipate, "Politics is unsartain." The workingman in France thinks he is just the man to need a pension. Why should not the farmer in this country add pensions to his cry for cheap money? The teachers have been wondering if they of all others were not the ones who needed a pension the most. Oh, pshaw! Where is the good old doctrine, "God and my right hand"? It has been put in the garret; fetch it out and air it.

A LETTER from Chicago says that Supt. Geo. Howland who has so long served the city as city superintendent of schools has resigned, or is about to resign, his position. Rumor also intimates that County Superintendent A. G. Lane will be his successor.

ART ACCURACY VS. APPLIED ART EDUCATION.

By W. R. PERRY, Director of Art Department, Pratt Institute, Brooklyn, N. Y.

It seems extraordinary that so many persons can take, and persistently do take, such illiberal views in regard to the value of drawing in public schools, and of art education in general, as to declare that accuracy, proportion, etc., are entirely distinct from art. Only recently, at a meeting of the Department of Superintendence of the National Educational Association in Philadelphia, one speaker, in giving a rambling talk on art education in the public schools, forcibly declared that something besides art is wanted; "it is time children were taught accuracy?" The construction of a bridge, like the one connecting Brooklyn and New York, was referred to for illustration, and it was stated that "the whole work is mechanically accurate; there is very little decoration in such construction, and therefore very little art." In other words, decoration seemed to be the only thing which the speaker included in applied art. He failed to perceive the art in construction so clearly recognized in a recent address on "The evolution of art," in which the speaker spoke of "that modern wonder which swings its fair proportions above the vehicles of traffic, that ply their complex passage beneath the Brooklyn bridge. Here, necessity, many times the cruel master of art, has imposed conditions upon the builder, the result of which has challenged the artistic homage of the world. It most effectually satisfies the two great essentials of art—simplicity and unity of design."

Not for one moment would any teacher of drawing undervalue the necessity of leading children to work accurately. While it is claimed that, at first, in the elementary grades of public schools, manual training schools, and art schools, the pupils should be led to express thought freely by freehand drawing, yet later, when they have acquired a rapid, careful expression, great attention should be paid to execution. To make accuracy the first matter of consideration in the early stages of work would be equivalent to requiring the students to clothe their thoughts in over-finished and rhetorical language, before acquiring a vocabulary of words.

Moreover, to recognize decoration as the only outcome of art, is a most belittling way of viewing the subject. Art enters into construction, and while decoration in its free treatment often, though unfortunately, becomes a very secondary matter, the ability and the training necessary to judge of good form and good proportion in all constructive work is of the very highest importance. One may claim that we are not to educate children to construct bridges, but they should be taught to judge of proportion and form in the construction of the simplest objects about them; and these primary elements of construction lead to the higher principles of applied art.

Sometimes a teacher will sketch an outline of a tumbler or cup on the blackboard, and then require the pupils to draw the same. This is simply line drawing, the copying of one line after another; but let any one, be he adult or child, try to design a form for a cup, bowl, or simple vase, or any one of those very common objects which we see every day, and it will be found that the average person, or student, must try many times before arriving at a result in any measure satisfactory. A simple oblong, like a sheet of paper, a book cover, a pane of glass, or the opening for a window, at first seems to possess nothing of a decorative character, but the element of pleasing proportion enters therein. Carry this further and it is the element of all good construction and outline, straight or curved. That which enters into the cup, bowl, or vase, also enters into the beautiful outlines and proportions of a fine piece of architecture or engineering. Go to the machine shop, and one may say art has no place there; but is not almost every engine or machine a work of art in the fine proportion of its relative parts? The lathe must stand upon supports of iron casting, which are not only a necessary part of the construction, but in outline and form they lend their parts toward carrying out the fine lines of the whole machine.

Decoration is a very important matter; but to limit art to decoration alone is a view so narrow that it seems inconceivable that persons of education could be found to speak of decoration and pictorial art as comprising all there is in art. The best manual training schools of Europe require all their students to spend two or three hours daily in drawing, modeling, and designing objects of good form, shape, and proportion, that into the construction of these they may put much more than mere work and material.

As instructors in public schools, or in industrial and art schools, we should do all that it is possible to do to lead the children, from the very first steps in primary grades, not simply to draw objects, but to know and to appreciate good form and proportion, in the simplest objects of construction.

HOW TO RUN A COUNTY NORMAL SCHOOL.

In reply to yours of the 15th inst., I now say the object of our Teachers' Institute is to enable our teachers to grow in their profession. We wish to pursue such a line of work as will best accomplish this result. At our last meeting we had about a dozen teachers; but we expect to double this number soon. As yet we have had only two meetings. We intend to meet twice a month. While it may help teachers to get together and talk about teaching, we propose to have system in our talks and work; and this is why I wrote to you. Please give us through THE JOURNAL what you believe to be suitable for a year's work.

Newnan, Ga.

JOHN E. PENDERGRAST.



No letter received during the year gives such joy in the office of THE JOURNAL as one like the above. The demand of the times is for better teachers; how shall this demand be met? By just such meetings as Mr. Pendergrast has started. As to suggestions for a course, these

will be cheerfully given: (1) Change the name to the Coweta county normal school. (2) Meet as you propose twice each month on Saturday for a two hours' session, at least. Choose by ballot a president and a secretary. Begin by calling the roll and reading the minutes of the last meeting. If any are absent and send reasons for absence, state them. *Keep an affectionate eye on the absentees.* Let them know they will be missed. Send a postal to each absentee who has not sent word he is to be absent. Appoint a board of managers who will adopt a course of study and secure teachers.

Now as to the course of study: there are three plans, the purely Pedagogical, the Academical, and the Normal or mixed. You will probably need the latter. It will not be best to attempt to cover the entire field; take *Geography, Language, Numbers, and Methods*; spend a half hour on each (35 or 40 minutes would be better).

Books will be needed, and if possible the same books for each one.

The plan will be to spend the time in a thorough review of each of the branches; the teacher assigns a lesson and then on the succeeding Saturday calls on a teacher, as he would on a pupil, to rise and recite. There should be maps drawn and the whole thing done in a high-grade style—no slouching, no refusing because they are teachers!

As for a book on methods for a county normal school such as you will have, I would recommend either "Parker's Talks," \$1.25; or "Page's Theory and Practice," \$1.50. These E. L. Kellogg & Co. will furnish at teachers' discount. This book will be handled in the same way—in "text-book style"; a lesson assigned and learned and recited.

Now the tendency to "talk" must be frowned down—there must be nothing but business. You spend money and time and want something for it. I propose a plan that will make you all stronger at the end of the year. Don't talk; make a school and a first class school of it.

Open with reading the scriptures; briefly and reverently repeat the Lord's Prayer. Thank God that when teachers meet there is no one to forbid praying and scripture reading! Then have bright singing of school songs and have more at the end of each recitation. Sing a good deal and have it well done. Let the president or conductor be bright, cheerful, and cheery, and welcome every one and make every one at home.

Then if you can get some good man or woman to talk for a half hour on some special points, as "Incentives," for example, or to give you a lesson on "How to teach drawing," for example, why do so, only you will find this hardest of all. You can get *wind* easily, but it will do no good and wastes time enormously. But the true way is to make a beginning; you will make mistakes, plenty of them, but you will eventually know how to run a county normal school.

Now this plan may be altered to suit other localities. Some places have teachers who may not need this review of the branches of knowledge, but who need more instruction in pedagogics or methods. But the great body of teachers will need a course as outlined above. If more pedagogics is needed, "Joseph Payne's Lectures on Teaching," price \$1.00, is the book.—Editors of THE SCHOOL JOURNAL.

CAN THE PUBLIC SCHOOLS TEACH MORALS?

By KATE L. BROWN.

The leaders in educational thought have given us the benefit of their convictions upon this matter. What say the members of the "rank and file"? To them is given the solution of the problem. In their hands, day after day, will lie eager, tender child-souls, to be shaped and directed much as these maturer minds will.

This is no matter of mere sentiment; it is the real, tangible, vital issue of the school. Besides its moment all other objects are secondary. They may be parts of the great whole,—this is central. Let the learned and acute mind argue soberly on either side. The teacher, ever conscious of the pressure of small hands, can but smile.

In her practical world it is a fact so well established as to seem almost self-evident. What is the ideal of the earnest, thoughtful teacher of little children? If she has the power to express herself, it will be something in this way: "I aim to help each child to become master of himself—to find what his powers are and learn to use them."

"I want him to realize that he is responsible for a certain work—that God needs him. He must have everything that is high, pure, generous, and beautiful. He must realize that service to others is earth's highest honor."

"This is my ideal. If he goes from me without its faintest glimmer stamped upon his soul, then I have failed."

Who will deny that a good mother is the greatest moral influence that can come to a child?

The teacher's opportunity is not far less. There are thousands of busy workers scattered over this broad land who will confess that much of the purity and strength that has kept them safe through temptation, was nurtured by the devoted care of some faithful teacher.

The little child on his first day's experience as pupil has impressed upon him the great lesson of *obedience*. Day by day the lesson grows, is brought closer home.

His teacher at first seems a wonderfully free person, and the thought flits through his baby-mind that some day he'll be a grown up man, and do just as he pleases.

But it soon dawns upon him that even the great, all-powerful teacher is bound by something higher than her own desires.

Miss R. was once working under great difficulties, and a little pupil said, "Are you sick, Miss R.? You look so! Why do you work then?" "I must," was the reply. "Nobody makes you, I don't see why you can't stop," said the child curiously.

The teacher was equal to the occasion. "I am only a big child," she replied smiling, "and have to obey just as you little folks do."

"Do you have a teacher too?"

"Yes, Charlie, I have many teachers. You have the same ones too, only you have not learned to listen well when they speak. I can not see my teachers but I can hear them. One says to me, 'You ought to do this because it is right.' I can hear it now, so I must do my work." A gleam of intelligence illuminated the child's face. "I have a teacher like that too," he cried. "Mamma told me to get some wood and I wanted to slide. But something inside me said, 'Go right along; so I went.' That was right, Charlie, and the little voice was God speaking. If we stop to listen, the voice will always tell us to do the right things."

Soon after the children learned the song:

"The still small voice that speaks within, I hear it when I play"—and the teacher was rewarded by the look of understanding that sprang to Charlie's face; he had not forgotten the lesson.

Such little incidents are continually happening in the school-room, and they afford a boundless opportunity to the truly earnest teacher.

It is not difficult to teach a child that he owes obedience, and it is equally easy to make him realize that obedience is a grand and masterful quality, so he will take pride in the doing.

Some pupils were once reading of the severe discipline and training that royal children receive. They were greatly astonished and exclaimed, "We thought that princes and dukes could do everything they wanted to!"

"Do you not see," said the teacher, "that they have to obey more than ordinary people?" No one can rule unless he first learns to obey perfectly."

At another time in a similar talk it was developed that if a child did not conquer his body he would be conquered by it.

Ever after a frequent question of the teacher was, "Are you going to be master or slave to-day? Who rules, you or your body? Which are you going to listen to, the 'voice within,' that tell you to do right, or the hands that want to play, the feet that want to make a noise?"

This was more powerful with the children than any assertion of the teacher's authority.

"I've tried to make my hands mind all day," said one dear child in the teacher's ear at night. "Am I a good soldier?"

These same children often asked for "Onward Christian Soldier" at the opening exercises, especially if the teacher asked for "something to help us to be good to-day."

In a large grammar school of a great city the teacher of a certain class of sixty boys, suddenly fainted in the midst of her work. She was at once removed to an ante-room and in the confusion no one thought of her pupils, left to their own devices.

A half hour later one of the teachers glancing in saw sixty boys absorbed in work. "I am delighted to see that you can take care of yourselves," she remarked.

A little fellow in the front row said quickly with a pretty pride, "We'd be ashamed to cut up when Miss M. is away." At another time these same boys marched down three flights of stairs in perfect order without a monitor.

The master of the building, encountering them suddenly, said, "I like this, boys, but where is your monitor?"

The eye of the leader flashed—"We are Miss M.'s boys! We can take care of ourselves," was the sturdy answer.

They had been taught by precept and example that strict, cheerful obedience was the first element of the truly manly boy.

They had traced this truth in their history lessons, in the character of great men, in the common life about them. They had before them every day a living example of obedience to higher things. They, too, caught the ideal, and were proud to follow it.

This teacher never doubted as to whether morals could be taught in public schools or not.

She saw her opportunity, and speaking from her deep, true heart fanned into a living flame the glow of a noble enthusiasm. Every exercise of that school became instinct with divinity to the young souls. And she who thought, felt, lived in such noble atmospheres was and is still the queen of scores of boyish hearts. Many of us, who in our own work are moved by that fine, subtle influence of this royal soul, would account it the highest earthly honor, could we attain to such influence.

We have spoken of *obedience*, but there is not a virtue in the calendar that may not be stimulated in our schools. The true teacher trains her pupils to order both in thought and action, to *sincerity* in life and thought, to *justice, honesty, purity, unselfishness, courtesy, punctuality*. If these are not the everlasting foundations of morals—yes, and religion as well, what are?

It is impossible for a child to spend one hour in a well regulated school, without being obliged to observe many of these principles, and the lesson deepens with time.

But everything will depend upon the teacher, and to those of us who ponder these questions deeply, comes the unspeakable sense of our opportunity. We must be so much. We must bind ourselves by even deeper obligations than those we lay upon the children.

There can be no comfortable settling back in lazy indifference. "My soul be on thy guard!" is the true teacher's motto.

It is a test—this daily appearance before the score or two of clear young eyes. To be evenly cheerful, patient, self-controlled, firm, inspiring!

To be so just that the child will catch his first realization of Divine justice. To be so tender, so pitiful, so loving that the little hearts will feel with a thrill, if not capable of worded expression.

"In thy face have I seen the Infinite."

And children do feel these things and reason upon them.

A teacher was once telling her tiny pupils of some necessary matters and ended by saying, "Your mothers have to speak of such things, and I'm your school-mother, you know."

One little brown-eyed witch piped up, "Yes, and our mothers have to scold us, sometimes, 'cause we're naughty. You do too, but we don't feel mad. We ought to be scolded. Anyhow we know you love us just the same!" "You love us just the same!" Divine truth, divine

secret of influence! When the tiny child is willing to bear pain because he knows that it is the proof of love, then have we the child soul to shape as we will.

Who is equal to this? Are the public school teachers alive to their privileges?

"I go to early service every morning. It helps me to be what I should through the day. I find if I offer up my school to God and ask Him to make me all that is true and loyal, it makes my ideal more possible."

"I want to help my children to make the most of themselves. I want to send them out into the world with real character, real strength, real unselfish love for others." Such are the testimonies of two workers, known only in their chosen field.

Their words echo the inward determination of hundreds of others, we firmly believe. And with such love and aspiration at the helm, who can admit that our public schools are "Godless," "immoral"?

Let parents see that men and women of high and earnest endeavor are chosen for the school-room.

We want no indifferent attitude toward the great questions. Let us demand teachers not alone well trained in the intellect, but on fire with high resolve, with a boundless faith in the love of God and the dignity of human nature. Wherever such a soul is placed the "Kingdom of Heaven" comes also. *Not text-books on morality, or set lessons, do we need, but consecrated, fearless, loving, human lives.*

A FINE POINT IN ETHICS.

By E. D. K.

Two boys who were rivals in a city school, had a close tussle each month to see who would lead the class and occupy a certain seat of honor for the next month. The teacher had not yet evolved from the mischievous percent system of settling the leadership, and so a fraction of a per cent. held the fate of these two boys at each monthly examination. At the close of one of these feverish seasons, the examination papers were handed back to the boys and the one who stood highest passed to the coveted seat. Next day he looked unhappy, and disturbed, and finally asked to see the teacher alone. He at once produced the "paper" and showed the teacher her mistake in marking an answer, which, had it not been made, would have given the victory to the other boy. The teacher commended his honor, and generosity, but the boy began to sob convulsively. "Don't feel so bad," said the teacher, "you were at the head last month." "Oh! no, it is not that" (with an emphatic gesture)—it is not *that at all*," explained the humiliated boy, "but I am thinking how near I came not telling you at all."

There is not in all the realm of ethics a finer distinction to be made than this: not the real commission of a wrong, but the temptation to commit it, seemed a sin in the eyes of this sensitive boy. The fact that he was the son of a clergyman of the city whose liberal theology had brought upon him the accusation of heterodoxy, adds interest to this true incident. Whether the father believed in the "thirty-nine articles" or not, he had cultivated a fineness of quality in his child's sense of honor, with results of which any father might be proud.

MANUAL TRAINING FOR AMERICANS.

By C. A. POWELL, Washington, D. C.

In the course of the marked improvement which has been going on in educational matters during the last twenty years, educators have more and more recognized the fact that the surest way to reach a child's mental faculties is through his physical being. Instead of appealing to reason and other faculties which are inactive in childhood, knowledge has been imparted largely through the senses. As a result, school-work has become vastly more interesting and profitable to the pupil than it was in the old days when it consisted of a nearly hopeless struggle between teacher and pupil, in which the former was trying to obtain what was not in the power of the latter to give.

The wave of this reform has become so strong, that we hear of "Manual Training" everywhere and educators, and the public as well, are demanding tangible results as well as tangible methods. But the natural consequence of all reform is to make people go to the other extreme, and we should stop just here and ask ourselves whether we are not now in danger of doing this very thing.

Manual training in school should not be a study by it-

self any more than language. It should be, as far as possible, part of every study in the curriculum. It should be based upon and go hand in hand with the work in the regular lessons, and should be given alike to boys and girls, as its object is to use and cultivate all their faculties, not to make mechanics or artisans. There is no doubt that manual training cultivates the judgment and powers of observation, and let us have it by all means; but, as for educating wood-carvers, carpenters, or dress-makers for their trades—this is not only outside the province of the public schools, but is opposed to the whole spirit of American institutions as well.

We are learning much from foreign countries where the best mechanics in the world are found, but care and discretion must be used in the application of their lessons to our own needs. In Europe, where social distinctions are so marked, a boy or a girl, coming from a family of mechanics, is expected to be a mechanic also, and, with this in mind, they are instructed from childhood in the chosen trade, but learn only enough of the three R's to enable them to transact ordinary business. The result is finished workmen, and skilled artisans, but education, in any broad sense, is the monopoly of the higher classes. The most beautiful and artistic work, in the making of models for dress-making and millinery, is done in the public schools of Paris where young girls are instructed in this from early childhood; but their knowledge of arithmetic or language is of the most meager description.

In America where men rise "from the log-cabin to the White House;" where many of our greatest writers and statesmen have emerged from humble farm-houses, it is every child's birthright to have the best intellectual education that this country can afford to give him. He cannot spare from this pursuit the time necessary to acquire any appreciable proficiency in the mechanical arts.

Let our children have a taste of many kinds of intellectual food, and by the time they are fourteen or fifteen they will have discovered their own particular aptitudes, and may cultivate them in the schools for higher education. There will still remain a considerable number who prefer less study and more mechanical work, and here manual training *per se* should come in. The Rindge school in Cambridge, Mass., and Pratt institute in Brooklyn, N. Y., are establishments of this kind, where, in the latter at least, every kind of work is taught, from the homeliest details of household economy, to the most elaborate handiwork. There should be a sufficient number of technical high schools to supply all such needs.

There is, however, one class of children who should receive definite manual training from the earliest possible age. I refer to those who are supported in charitable institutions. The surest way to awaken their self-respect and to relieve the public of an onerous burden, is to make these children self-supporting and permanently so. One of our much respected writers said recently, "Our charitable institutions are not our glory but our shame, for they represent an appalling amount of irresponsible humanity." Let us remove this stigma, in part at least, by establishing trade-schools for boys and girls in connection with every such institution in the country.

THE LOST KEY.

By L. C. S.

Not long since there was held, somewhere in the United States, a novel meeting of school teachers. They all appeared in sack-cloth and ashes and bore testimony to strange things; but the burden of their testimony was in reference to a lost key, the loss of which caused great sadness, bitterness, ill-will, and even ignorance to grow up in the hearts of the children committed to their charge. It appears that the key was not exactly lost, but that some great hinderance was in the way of their using it; it was this that they bewailed.

It was a magic key known among people in general as *theory*, but those teachers spoke of it as *love—human sympathy*. They all bore witness to its mighty power, for all had used it at odd moments. It must indeed have been a magic key, for they testified that it had power to unlock not only the souls of their children but their own, binding them into a harmony which no stupidity or ignorance could withstand.

One who had neither part nor lot with them inquired the cause of the hinderance. One of the assembly of teachers gave a few words of explanation: "The prime condition of our magic key is time. Without time it is worthless. We have indeed used it at odd moments, but the souls that we unlocked were soon closed again by

the pressure which we are compelled to bring to bear upon them in the shape of *learning*. We are oppressed from without and we in turn become oppressors. This is our great school system and we cannot escape it. There is no relief from its oppression, for its supporters cry unto us day and night, 'Results, results, results, we must see results.' As good results are felt rather than seen we must give bad results. We must show marks of percentage, examination papers, perfectly written essays, our progress in the book; our scholars must figure faster than they can think—never mind the thinking—it is the result that is wanted. 'Quick' is the watchword and not 'think.' Why, my friends! thinking takes time, and do you suppose our great school system is ignorant of the fact that 'time is money'? No! no! our system has no time for time. We can not use our magic key; there is no time for it. We have stepped upon the great whirligig of Nineteenth century education and around we must go with the rest:—push is the word. At first, we did feel for our magic key which we fondly dreamed we should so successfully use; but there is the cry for results that are tangible, continually sounding in our ears. Our principals, our school superintendents, our board of examiners, our children's parents clamor about us with the same cry. We would that our ears were stuffed with wax so that in the silence we might hear the voice of God; but examinations must be passed. How much are our positions worth without it? So we have submitted until we can no longer find our magic key of human sympathy. And the greater is our lamentation because the old man's prophecy has this day caused to pass in apparition before us the future generation which our great school system is now training. We saw there not men mighty in spirit and strong of limb, but a conniving, figuring set who knew not the sweet work of human sympathy, having never learned it in their youth. Blame us not then for our lamentation for this we saw is the result of our work."

THE SCHOOL ROOM.

SEPT. 5.—DOING AND ETHICS.
SEPT. 12.—LANGUAGE AND THINGS.
SEPT. 19.—EARTH AND NUMBERS.
SEPT. 26.—SELF AND PEOPLE.

TEACHING PENMANSHIP.—II.

By JOHN HOWARD.

(The teacher must be enthusiastic, and full of life. He must try to feel and to act as though he had more to do in the lesson than he can accomplish himself and thus get the pupils to co-operate. Begin by drawing the hand on the blackboard, or by calling attention to the picture of one. Do not forget to point out the position of the third and fourth fingers, and to mention the fact that the nail of the little finger is turned under so that it acts in the same capacity as the steel runner of a sled. Mention this fact in some form or other, constantly. Pupils should see it and bear of it so much that it will be worked into them, for upon the ability to let the hand glide on the little finger nail, depends the acquirement of an easy, facile, running, business hand.)

The teacher will first direct the position by calling out, "Position for writing." Body, hand, pen, will be scrutinized. Then begin by a five minutes' review of the last lesson. Count for them as before, and insist upon a smooth line. Then take up exercise No. 3.



EXERCISE NO. III.

With the hand in the same position as for the other copies, swing the whole fist around in the direction of an oval, making them long and narrow and on a slant of about 52 degrees. Let the weight of the fist rest on the little finger nail so that the pen barely touches the paper. In this way a hair line may be produced. Have pupils run around about eight times on each one—the teacher counting—"One, two, three, four, five, six, seven, eight," "Now try another," etc., from beginning to end. Much value is gained by counting. It overcomes nervous and jerky movements and establishes uniformity and regu-



larity of motion. Keep up a running criticism. If a pupil is inclined to lift his arm off the desk and use the

whole arm movement take his hand in your right, and pressing his arm lightly to the desk, with your left swing his fist around as in the exercise. It is well to take every pupil by the arm and show him just how the muscle works. I often draw the figure of an arm on the board running a curved dotted line where the muscles are supposed to be located.

I remember that I visited a school once where every student had his coat off and his shirt sleeve rolled up so that the bare arm touched the desk. This gives plenty of unrestricted movement and may be of value in having pupils understand and get the "knack of the movement;" it is not proposed on account of its elegance.

Teachers cannot lay too much stress on systematic practice. The following cut represents a half page of practice on foolscap, by one of the pupils in the Boys' high school, Brooklyn. It is reduced to one half of its original size and is a fair specimen selected at random from several hundred similar ones.

It represents what I call systematic practice.



After gaining facility in swinging the hand around the oval in this direction, make it in reverse order, thus:



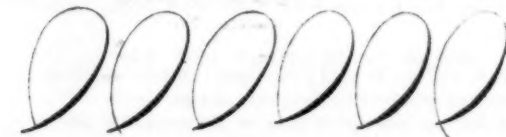
EXERCISE NO. IV.

Try and have each turn in the same place the last one fell in, so that when the pen has been around the oval eight times it will appear as though it had been around but once. I don't say you shall make them thus, for you cannot do it; but try to do it. Next practice copy No. 5., letting the hand run around but four times and finishing with an inverted oval in the center.



EXERCISE NO. V.

Have pupils notice that the shade on the finishing stroke decreases from the middle down. This exercise is one of most importance because the finishing stroke—the inverted oval—is the foundation of half of the capital letters. After vigorous practice on exercise No. 5, let the class drill on the inverted oval alone as in copy No. 6.



EXERCISE NO. VI.

The teacher should count, "One, two; one, two; one, two; one, two; one, two; one, two;" or, "Up, down; up, down; up, down; up, down; up, down; up, down." Sometimes I say with good effect, "Write, quick; write, quick; write, quick; write, quick," etc. Watch the movement. In other words, watch for smooth lines and have pupils be on the lookout for them also. They will take as much pleasure in discovering a smooth line as they would in finding a four-leafed clover. Make some remark like: "Well, I see some of you are making a good one once in a while, and it won't be long until you make good ones twice in a while, and then three times in a while," etc.

I TAKE this opportunity to say that I am more and more pleased with your SCHOOL JOURNAL. It comes with a certain freshness, and an intelligent mastery, and a vigorous treatment of educational questions, that must win for it friends in the West. It seems to me to be a very helpful paper for teachers.

University of Indiana,

RICHARD G. BOONE.

LESSONS IN ETHICS.—II.

LESSON VIII.

Teacher.—There are two kinds of love. One is that broad kind, as when we say we love everybody and everything; then there is a special kind or particular kind, as when I love my mother. I may have both kinds. Now one who has the large kind will be good-tempered to all; one who loves some particular one will be good-tempered to that one.

Harriet.—I know I try hard to be good-tempered to my little brother because I love him so much.

Helen.—I know I feel very bad if I am ill-tempered with anyone that I love.

Thomas.—My father always feels sorry if he speaks cross to me; he tries not to be so.

Teacher.—These remind me of my feelings. I sometimes scold you severely, but it makes me very unhappy. You do something I have forbidden and I lose my temper. Now, what do you suppose is the cure? Why, I must try to love you more; to be sure, I must try to control my temper too. And it is curious that if one loses his temper often with another it destroys the love that person has for that other. Give an example.

Oscar.—I won't mention any names, but one of the pupils of this school used to be friendly with another, but he got very angry once and spoke very harshly to his friend, and now they are not friends. The reason is that one got mad with the other.

9. *Pure minded.*—When we love another person we do not suspect them of doing wrong; in fact, we do not have wicked thoughts concerning them. This is our theme for the next lesson.

LESSON IX.

Teacher.—I once was teaching in — and one day a large boy came in and sat on the back seat. Every day, I saw, he watched me; he did little studying. After a while he fell to work. In the spring when school closed he told me that he came to school full of prejudice; that he supposed all teachers were very hard with their pupils; but he made up his mind that I liked my pupils and was different from what he supposed. Now you see he thought evil of me at first, then he came to love me and he thought well of me. Tell me your conclusion.

James.—If we love a person we think well of him.

Jenny.—If we think hard things of a person we come to hate him.

Walter.—It is not a good plan to say evil or hard things of persons; it leads others to hate them.

Teacher.—A cunning boy disliked a new boy that came to school; he feared he would become popular. So he told lies about him and prejudiced the others. They began to think evil and to hate him, you see. Well, one of the boys asked the new boy if he really killed a pet kitten as he had been told. Then the whole thing came to light. Now, love prevents us from thinking evil and speaking evil. Remember, I told you this was the most wonderful thing, this tree, on the face of the whole earth.

10. *Loves not evil.*—Another fruit is that where love is evil is not loved.

LESSON X.

Teacher.—In a family I boarded with there was a boy who was rather unkind; yes, he rather preferred to do evil. Well, a little sister was born in that home and Joseph spent a great deal of time in taking care of Margaret; he loved her intensely. Now a change took place in him; this love for his sister made him a better boy. He used to do very unkind things to the cat; one day he tied a paper to her tail and set fire to it. This frightened Margaret, who was a very sensitive child and who loved the old cat, and she cried bitterly. It made Joseph very sorry, and he never abused the cat again. Tell me your thoughts.

Charles.—Why, if we have much love we don't want to spend our time in doing bad things.

Mary.—Do you think the way to cure persons who love to do evil is to get them to love?

Teacher.—I want the class to think of that.

Oscar.—But how can we get a bad person to love?

Teacher.—That is the great problem that is before all practical philanthropists. Here is a maxim: "We love them that love us." I want to have that subject for you to think about. We are rather off the subject. It is this: Those that do evil are turned from that by love in their hearts.

11. *Truth loving.*—A person who loves other persons also loves truth—he is a truth lover.

LESSON XI.

Teacher.—In my school in — I had a boy named

Hubert. He sat in the same seat with Willie G.; both had equal talents. Hubert was genial, friendly, ready to help the young learner, sympathetic, and kind. Willie G. was rather hard, jealous, severe with the younger ones, especially his own brother, easy to laugh when mistakes were made. In the course of three years Hubert had gone beyond Willie; in fact, he got into college a year before he did, yet he started even with him. I think the reason was that the want of love kept him from being a true student—a true student is a truth lover.

Sarah.—I read a story that told how a student in college went backward in his studies because he began to be jealous of a fellow-student who boarded at the same house.

George.—As I understand it, one of a loving disposition loves to hear the truth spoken; one of an evil disposition loves to hear evil spoken. My father says that the prisoners in jails ought not to be allowed to speak to each other; it would make them worse.

Teacher.—But we do not hear that good persons are made worse by conversing; they love the truth and tell it. You see we are truth-seekers here; the better one's disposition, the more successful we shall be in seeking the truth.

12. *Patient.*—One who loves will be patient. I will not give an example; you may have all the time to yourselves.

LESSON XII.

Sarah.—My brother was very sick and I noticed my mother was very patient with him.

John.—My father has a colt he thinks a great deal of and he is very patient with it; he trains it every day; he never strikes it.

Mary.—My grandmother knits a great deal and the other day the kitten tangled up her yarn sadly, yet she did not get angry. She does not love the kitten either.

Teacher.—No, possibly not, but she has general love for all things in her heart, that makes her patient to the kitten.

George.—My cousin has two dogs. With one he is very patient; he likes that one the best.

Teacher.—You have given good examples and could give many more, I am sure.

13. *Truthful.*—One who loves another is truthful. You can all find examples, I think, of this.

LESSON XIII.

Teacher.—I will give you an example that occurred only a few days ago. Rev. Howard Crosby, of New York, was about to die, and he wrote on a piece of paper that he had a complete trust in God and in Christ. Now that is a beautiful example, but it is of religious trust. I will give you one that is different. A father went down into a cellar through a trap door; it was very dark. His little daughter came along and heard his voice and said, "I want to come down." "Well, jump then, I will catch you." "But I cannot see you." "But I am here and can see you; jump and I will catch you." She jumped and he caught her. Explain this.

Mary.—She loved him and trusted him.

John.—But sometimes one is cheated by one we trust in.

Teacher.—Yes, that is not the point; let us keep to the point. What is the point, Harriet?

Harriet.—That we trust those we love.

Teacher.—Let some one state it in a reverse way.

Mary.—That love causes us to trust.

Teacher.—Yes, we believe good things of those we love.

14. *Hopeful.*—Then, too, we hope much of those we love. This will be a good subject and I shall not need to give an example.

LESSON XIV.

Mary.—Our parents love us and expect we will certainly do well here at school.

John.—We thought a great deal of the teacher who was here five years ago. We expect he will be an excellent preacher.

Amy.—I had a bulb given me and took care of it, and finally planted it; I expected it would turn out well, but it did not.

Teacher.—The point is not the effects of being hopeful. Keep to the point.

William.—My brother has gone into business, and I know my mother often says she knows he will do well. That is because she loves him, I suppose.

Rachel.—When my sister was sick my mother was very hopeful all the time she would get well.

15. *Endurance.*—Love causes us to endure. I think you will find a good many examples.

LESSON XV.

Teacher.—You know we did not have a stove in this room for a good many weeks last fall. You endured the cold nobly. Tell me why you did so.

James.—Because we loved to come to school.

Teacher.—Right. The soldiers in the war of the Revolution left blood-tracks on the snow at Valley Forge. Explain that.

Thomas.—They loved their country so much that they were willing to endure suffering for her sake.

16. *Firm.*—The last of the fruits of the tree love that I shall point out is *firmness*. I do not mean there are no more fruits, however.

LESSON XVI.

Teacher.—I lately read of a dog that loved its master so that when he died, it went and lay on his grave and died there.

John.—I read of one who was told to watch some clothes while the rest got in a boat. They forgot about him and went home. He stayed there three days and was nearly starved.

Sarah.—My mother told us of a woman who sat by the bedside of her child for eighteen days; she could get no one to watch for her.

Teacher.—But one example is before us more beautiful than all the rest. The love of parents for their children lasts through life. It goes on year after year. It never fails. You can depend on it if you go away from home for ten years, or twenty years. In our next lesson we shall review.

LESSON XVII.

Teacher.—I will write on the blackboard and you may copy and learn it.

Love (1) suffereth long (2) and is kind; (3) it envieth not; (4) it vaunteth not itself; (5) it is not easily puffed up; (6) does not behave itself unseemly; (7) seeketh not her own; (8) is not easily provoked; (9) thinketh no evil; (10) rejoiceth not in iniquity, (11) but rejoiceth in the truth; (12) believeth all things; (13) hopeth all things; (14) endureth all things; (15) love never faileth.

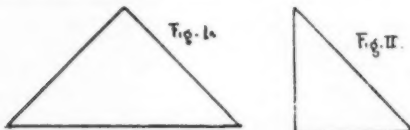
These are the descriptions of the fruit of the tree of love by Paul. (The new translation uses "love" instead of "charity.") How beautiful they are! How charming one is who exhibits these traits in his character. It will help us to have such traits to recite these beautiful words.

[Continued from page 440.]

PAPER-FOLDING.

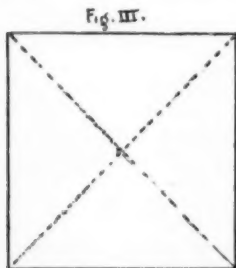
(Report of a lesson given in a sixth grade class in the primary department of grammar school No. 61, Mrs. M. L. Van Liew, principal. Kindergarten folding-papers, four inches square, were used.)

Exercise. 1. Turn your papers so that one of the points is in front of you and all the edges are in an oblique position. Put your finger on the point nearest you, fold it over on the opposite point.

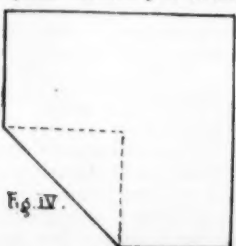


With the crease you have folded make a right-angle. What kind of a figure have you?

Open your paper and see how many right-angled triangles you have. Why do you call them right-angled triangles?

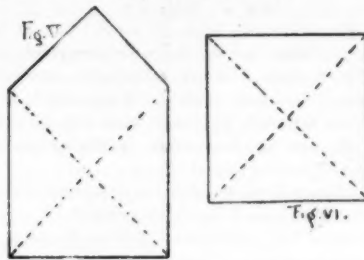


Exercise 2. Lay the papers down with point toward you. Fold the point nearest you to the middle of the



paper. Fold the right hand point in the same way. Fold the left hand point.

What do you form by turning these points?



Turn the fourth point. What have you now? Open your envelopes. What figure have you in the middle?

CARPENTRY.

(Notes of a lesson given at the Cottage Place Industrial school.)

A boy was called to the blackboard to write the parts of the bench. He wrote "Bench-stop." Another boy was asked to show this and another to tell its use. "We use it when planing to keep the wood in place."

"Bench-screw" was then written, shown, and described as "a kind of vise to hold the wood to the bench while working." "Bench-hook" came next, "used to save cutting the bench;" its use illustrated. Parts of the plane were then written and shown, as "toe," "heel," "sole," "throat," "mouth," "plane-iron," "back-iron," "wedge." The different kinds of planes were written and opposite them their usual dimensions:

Smoothing-plane 8 inches
Jack-plane 13 to 16 "
Fore-plane 48 to 48 "

Another boy wrote the various kinds of saws—"back," "rip," "cross-cut," and "compass." Another, asked to tell the difference between the rip and cross-cut saws, said the former was usually larger, but that a better way to tell was to look at the teeth, those in the rip-saw having one edge perpendicular to the saw, those in the cross-cut saw having both edges slanting. Another pupil drew the teeth as described. The wrist, elbow, and shoulder motions with the hammer were then shown, as used in drawing tacks, brads, and nails. The lesson suggested the thought. How easy it would be to have this sort of manual-training in any village-school, by the co-operation of a practical carpenter and an intelligent teacher!

THE S. P. R.

DIALOGUE FOR THREE GIRLS.

SCENE FIRST.

(*Fanny seated on a platform reading. Enter Ellen and Susan.*)

Fanny (jumping up and throwing the book in a chair). Oh, girls, I'm so glad you've come. Aunt Mary gave me a stupid old book to read, and I'm tired out. I only read it to please her.

Susan. What is it?

F. Oh, a book on politeness! It tells you how to sit and how to stand and what to say and what not to say. I should be a perfect block if I tried to follow all those rules.

Ellen (who has picked up the book and opened it). Why, I think these rules are very good. They are what everyone ought to know. (*Reads.*) "Don't pick your teeth or clean your nails in company—"

F. Oh, why, I know enough not to do any of those disgusting things. But it's those other things that I can never remember. Here are some of them. (*Takes the book and reads:*) "Answering questions put to others; beginning to talk before other people are through; receiving a favor without expressing gratitude." I am constantly doing those things; I never stop to think until afterward.

S. I'll tell you, girls, what let's do. It'll be real fun. Let's form a society. Oh, I think secret societies are splendid. We'll call ourselves the S. P. R.; that will mean Society for the Prevention of Rudeness, and we won't let anyone join but those that don't do anything rude.

F. I'm afraid we shouldn't have many members then. You'd have to count me out.

S. No, now! Wait till I tell you. (*All sit down facing each other.*) We three'll start the society. We'll wear blue badges with S. P. R. worked on them, and the girls'll all want to know what they're for. Then we'll tell them that we have formed a society, and on a certain day we'll have a meeting and all the girls can come

in and stay five minutes. Then they must go out and we'll vote those in that didn't do any thing impolite while they were in.

F. (Clapping her hands.) Oh! that'll be just splendid! Won't it, Ellen?

Ellen. Yes, capital! Go on, Susan—what else?

S. Well, then we'll call on those that we vote in, tell them what the name of the society is, and make them solemnly promise not to tell. Those that don't get in will be dying to know what the reason was, and we'll tell them that it would be against the rules of the society to take them in now, but we'll hold another "reception" (we'll call those five minutes our receptions), and perhaps we can take them in then.

E. That's a very good idea, Susan, but we'll have to have some rules to go by, or we shall do some one injustice.

S. Oh, yes, we must have a president and a constitution.

F. Let Ellen be president.

S. Yes, and you (*to Fanny*) secretary.

E. And you (*to Susan*) must be the committee to draw up the rules.

S. Very well; I'll write them all off and "report at the next meeting," as they say.

F. Aunt Mary's book will come in just right, won't it? (*Taking up the book.*)

S. Now, let's go and make our badges. (*All walk towards the door talking.*) I've got some lovely blue satin ribbon that'll be just the thing.

F. And I have some of that old gold silk left that I worked my— (*Exit talking.*)

SCENE SECOND.

(*Fanny, Susan, and Ellen with badges on, arranging chairs on the platform.*)

E. Now, if the society will come to order we will listen to the committee's report. (*All seat themselves.*)

S. (Reads from a paper.) "This society shall be known in public as the S. P. R., to members as the Society for the Prevention of Rudeness. The rules of this society forbid any member (1) to use slang; (2) to be disrespectful to elders; (3) to interrupt when others are speaking; (4) to push or crowd or pass in front of another without apologizing; (5) to whistle, hum, or drum in company, to laugh loudly, or act boisterously; (6) to ridicule people, or make unkind remarks about them or to them; (7) to pry into other people's affairs; (8) to repeat scandal; (9) to show irritation; (10) to be untidy in person or dress.

"A member breaking any of these rules must absent herself from the next reception.

"The society shall have an election of officers every four weeks; it shall hold regular meetings every week, also five-minute receptions for the purpose of ascertaining the qualifications of persons who wish to become members.

"Anyone may become a member of the society who breaks none of the rules during a reception, and who promises not to reveal the name of the society or the method of admitting members."

E. Those are good, Susan. Are we all agreed about adopting this constitution? Then we'll invite in the girls.

F. (Opens the door and says to those outside.) The S. P. R. is ready to hold a reception; all who would like to become members are invited to attend.

(*A dozen or more girls enter, walk around the school-room, talk, and laugh, as at a general school recess. All are anxious to find out the secret of the society, and question the three members. After a few minutes Ellen rings the bell and announces:*)

E. Ladies.—The time has come to close the reception. The society has a secret means of finding out who are worthy to become members, and after you are gone out we'll announce to you the names of those who will be admitted.

(*All withdraw except the members.*)

S. Well, now who shall we let in?

F. Not Alice Murphy, for one; she broke rule three all to pieces.

S. Nor Mamie Scrafford—she was too inquisitive.

E. Lill Stephens? She didn't break any of the rules.
F. No; I don't think she did. Put her down. (*Susan writes.*)

E. And Mabel Turner?

F. No; she kept drumming on the table, didn't you notice?

E. No. Well, how about Helen Myers?

S. Oh, she laughed too loud, and so did Marion Grey!
F. Oh, I don't think Helen was boisterous! She was funny, but she didn't laugh as loud as Marion did.

E. No, I'd put Helen down, and Bessie Blake.
 F. Oh, yes, little Bessie; she didn't break any rule.
 S. Abby Wells?
 F. No; she walked directly in front of Helen to look at my badge.
 S. Clara Fry broke rule six, did you notice?
 E. Yes, and Grace got angry with Carrie.
 F. And Carrie talked unkindly to her. I guess Lill and Bess and Helen are the only ones we can admit.
 E. Well, that'll do very well for a beginning. Call them in.
 F. (*Opens the door and calls:*) Lill Stephens, Helen Myers, and Bessie Blake are deemed worthy to become members of the S. P. R. They may walk inside. (*Enter Lill, Helen, and Bessie.*) Walk right up to the platform and take a seat, girls.
 E. (*Rising and placing chairs for them.*) Girls, it gives me great pleasure to inform you that the S. P. R. has voted to receive you, provided you promise to abide by its rules and keep its secret.
 H. But we want to know the secret first.
 S. Oh, no; you must promise solemnly never to tell before we can trust you with it.
 L. Well, I promise. I know it must be good if Ellen favors it.
 B. I'll promise never to tell.
 H. Well, I'll promise. What kind of an oath must we take?
 B. Just your word is all we ask. Susan, you may explain it to them.
 S. Well, S. P. R. means the Society for the Prevention of Rudeness. Ellen is president. The rules are ten rules of politeness; you may each have a copy of them when we get them written.
 H. Oh, why, that's fine, but why were we three the only ones admitted?
 S. Oh, I forgot to tell you. Those who don't break any of our rules during the reception are admitted, and all but you three did.
 E. Oh, what a compliment to us! Come, girls, we must make a bow. (*All rise and bow to the president.*)
 F. And here are your badges (*pinning them on*). Now you are full members of the S. P. R.'s, entitled to all the rights and privileges of the society, etc., etc.
 E. Is there any further business before the society?
 If not a motion to adjourn will be in order.
 H. I move that we adjourn.
 F. I second the motion.
 E. 'Tis moved and seconded that we adjourn; all in favor of that manifest it by saying "I."
 All, I, I.
 (*Exit, all talking at once about the society and the girls, etc.*)

VACATION.

By H. G. SCHNEIDER, N. Y.

Vacation is over! The sparrows are skipping,
 Merry and glad indeed is their lay,
 No more from the hand of small boy is slipping
 The stone or the pebble their kinsfolk to slay.
 Vacation is over! The mother is saying,
 "And now in the house there'll be peace, there'll be rest,
 No more need I fear that my darling is straying,
 Vacation is good, but school time is best."
 "Vacation is over! The father's declaring,
 How is it the boy needs new shoes and a suit?"
 But when he beholds the torn clothes he is wearing,
 He is out with the cash lest the neighbors' wives hoot.
 Vacation is over! The children are sighing
 When thinking of fun and of pleasures so gay;
 But still unless eye, lip, and tongue can be lying,
 They're glad they are back in the school-room to-day.
 Vacation is over! The teachers returning
 Come back to the blackboard and school-room to work,
 With plans for new lessons the children are learning
 To check all the mischief that in them may lurk.
 Vacation is over! I think we are ready,
 All here in our places with vigor and hope;
 May the school days before us find all of us steady,
 May we all with our school-tasks successfully cope.
 Be good, dear child, and let who will be clever;
 Do noble things, not dream them all day long,
 And so make life, death, and that vast forever,
 One grand, sweet song.

—Charles Kingsley.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co., price, 30 cents.

NEWS SUMMARY.

AUGUST 24.—Russia will take part in the World's air.—The Czar visits Denmark.
 AUGUST 25.—A gang of Chinese pirates creating havoc in the province of Wenchow.—Bids opened at Washington for a new torpedo boat.
 AUGUST 26.—The British Columbians asks Lord Salisbury for pay for being shut out of Bering sea sealing waters.—President Sacasa expels his opponents from Nicaragua.
 AUGUST 27.—Hard fighting in Chile.—Lottery men arrested in New Orleans for violating the mail law.
 AUGUST 28.—China will procure for her army a half a million magazine rifles.—Riots at Vitebak, Russia, caused by the protest of the people against the exportation of rye.
 AUGUST 29.—The insurgents in Chile win a complete victory and occupy Santiago.—Balmaceda said to have fled to Buenos Ayres.
 AUGUST 30.—The Japanese government will spend \$45,000,000 on heavy iron-clads.—The White squadron at Belfast, Me.—Storm on the New Jersey coast.

SUCCESSFUL RAIN-MAKERS.

The experiments of Gen. R. G. Dyrenforth and his party of scientists near Midland, Tex., have been successful. That part of the state is so dry that there are very few farms, the prairies being given up entirely to cattle. On the ranch selected for the experiment the grass was dry and yellow, and afforded very poor pasturage. The winds, moreover, swept over the prairie with great force, and so shanties had to be built in which to fill with gas the balloons that were to be sent up and exploded. Great care had to be taken with the machine for generating oxygen lest it should explode and do great damage. The balloons were filled one-third full of this gas, the remaining two-thirds being hydrogen. They were sent into the air, either with a time-fuse or with an electric exploder, attached by a duplex wire to a dynamo on the ground. Those with the time-fuse exploded at an altitude of from one and a half to five miles; the others were exploded when they reached a height of 1,000 feet. Rackarock powder and dynamite were exploded on the ground. The explosions followed each other on some days at intervals of less than a minute. Rackarock and dynamite were also exploded from the tails of kites.

In every instance a series of explosions was followed, within ten hours, by rain. The explosion of balloons and rackarock powder and dynamite in the evening when the sky was without a cloud brought rain, accompanied by thunder and lightning, by four o'clock the next morning. It ceased raining at eight o'clock. Many heavy charges of dynamite and rackarock were then fired, and after each rain fell in showers. This continued until the clouds were literally pumped out and the sun resolved what was left of them into thin air.

THE CENTENNIAL OF A STATE.

The Bennington battle monument was dedicated in the presence of President Harrison and numerous national and state officers. At the same time the one hundredth anniversary of Vermont's admission as a state was celebrated. Hon. E. J. Phelps, ex-minister to England, delivered an oration in which he spoke of Bennington as one of the memorable battles of the world, not on account of the numbers engaged, but on account of the results that followed it. Had John Stark been defeated it would have been impossible to turn the British back at Saratoga. They would have gained possession of the Hudson river, cut New England off from the other colonies, France would probably have not espoused the patriot cause, and independence would have been well-nigh impossible. The orator said that the constitution of Vermont contained the first prohibition of slavery ever put forth on this continent.

President Harrison praised the virtues of the Vermonters who remain on their native soil and also those who have gone to other states. He said further: "I do not believe there has been a time in our history when there has been a deeper, fonder love for the unity of the states, for the flag that symbolizes this unity, and for the Constitution which cements it."

CANADA'S SMALL GAIN IN POPULATION.

Canadians are very much disappointed because the census figures show a gain in ten years of only 11 1-3 per cent. In the preceding ten years it was 17 1-3 per cent. which is also small compared with the 24 per cent. gain of the United States from 1880 to 1890. The total population of Canada is 4,833,344, and it is claimed that with the natural and artificial increases it ought to have been 5,859,701. In Ontario, the most prosperous province, the increase is principally in the city of Toronto. The government has spent large sums to induce immigration from Europe. Several of the provinces have little to show for it but increased indebtedness. On account of the census New Brunswick will lose two members of the Dominion parliament, and Nova Scotia and Prince Edward Island one each. Manitoba will gain one. The disheartening fact

pointed out is that during the last ten years covered by the census, Canada received 850,000 settlers from Europe and that great numbers of these, brought out at vast expense to the Dominion, have gone over to the United States or elsewhere after landing there.

CHOLERA IN ASIA.—It is reported that there are a great many deaths from cholera in Asia and that the epidemic is spreading rapidly from Mecca and Aleppo to northern Syria and the south coast of Asia Minor. There is great consternation in Austria on account of the well-known inefficiency of the Turkish sanitary officers. Mecca is said to be in a very filthy condition. No Christian is allowed to enter that "sacred city." The advance of the disease can only be checked by the combined action of the European powers.

HOUSE OF REPRESENTATIVES.—When this body convenes in December it will have 356 members, as follows: Alabama 9; Arkansas 6; California 7; Colorado 2; Connecticut 4; Delaware 1; Florida 2; Georgia 11; Idaho 1; Illinois 22; Indiana 13; Iowa 11; Kansas 8; Kentucky 11; Louisiana 6; Maine 4; Maryland 6; Massachusetts 13; Michigan 13; Minnesota 7; Mississippi 7; Missouri 15; Montana 1; Nebraska 6; Nevada 1; New Hampshire 2; New Jersey 8; New York 34; North Carolina 9; North Dakota 1; Ohio 21; Oregon 3; Pennsylvania 30; Rhode Island 2; South Carolina 7; South Dakota 2; Tennessee 10; Texas 13; Vermont 2; Virginia 10; Washington 2; West Virginia 4; Wisconsin 10; Wyoming 1.

INDIAN LANDS IN OKLAHOMA.—More lands are about to be opened for settlement in this territory. A party of colored men recently left Kansas City for Oklahoma to await the opening of the lands. They came from various parts of the South. Agents are at work in the Southern states to get up a negro colony, which is expected to number over 100,000 members.

A NEW LINE TO MEXICO.—A new line of freight steamers will be started between Philadelphia or Baltimore and Mexican gulf ports. The ships will fly the Mexican flag. Passengers will be carried only between Mexican ports. The company will connect at the mouth of the Mississippi river with special steamers, and will develop the fruit trade.

RECIPROCITY WITH CANADA.—Reciprocity (or free trade) ideas are gaining ground rapidly in Canada. The Liberal party is making rapid headway, and it is probable that before long an arrangement will be made for the exchange, free of duty, of many articles. The West wants the free use of Canadian waterways and the troublesome transportation question settled. The fishing question ought to be adjusted so that American rights could for all time be secured.

THE PROPOSED INTERCONTINENTAL RAILROAD.—An article in the London Times, which shows a tinge of jealousy, in speaking of the project of joining the markets of North and South America by rail says that the railroad would have to compete with the great waterways on both sides of the continent. From Buenos Ayres to New York, and from Valparaiso to San Francisco, the existing means of transit are cheaper and simpler than they ever could be made on a rail route. The Times says that the money for this enterprise cannot be found in the needy Southern republics.

RUSSIA NOT TO EXPORT CORN.—The Russian imperial council has decided to forbid the exportation of corn from that country, owing to the bad harvests in Russia, which has caused a scarcity of this cereal.

HOW INDIANS CELEBRATED THE FOURTH.—The Indians of the Lower Brule reservation began their celebration of the Fourth of July with a parade, in which the ponies were decked with eagle plumes and bright ribbons. The Indians themselves were in gay attire. When the procession reached a certain point they began to sing "America" in the Seneca tongue. After the singing was over the Rev. Luke Water, a full-blooded Sioux, began to read the Declaration of Independence in the language of his tribe. Before he finished, Iron Nation, head chief of the Lower Brule Sioux, started to parade around the assemblage with a flag which was presented to him when the treaty of 1868 was negotiated. In a loud voice he declared that all of his people who tramped with him beneath the banner would be bound by the provisions of the treaty. This aroused the demon in a young Indian who did some wonderful execution with a war-club, but he finally submitted to arrest. After a feast came a sham battle in which there were wonderful feats of horsemanship. Many of them were armed with magazine rifles filled with blank cartridges, and these weapons, with the battle cries of the two forces, made a deafening din. Now and then a Brule would fall out of his saddle as if shot, and when the sport was over the grass was covered with feathered warriors simulating death. In the evening the squaws had a dance around a bass drum half sunk in the earth.

OF SPECIAL INTEREST TO PUPILS.

THE WIDEST DRAW IN THE WORLD.—Work has been begun on the new Central bridge over the Harlem river at New York. The bridge will consist of a swinging draw span covering the channelway between bulkhead walls and four deck-spans reaching to the approaches. The draw will be 413 feet long, giving a clear waterway of about 160 feet on each side of the central pier. It will weigh 2,400 tons and will be operated by a sixty-horse-power engine. Although it will be the largest and heaviest draw in the world, the engineer claims that one minute will be sufficient to open or close it.

ELECTRICAL PROGRESS.—In 1885 there were only three electric roads in the world; now there are 325 roads. In the United States the street car traffic is carried on: Two-thirds by horse power, one fourth by electricity, one-sixteenth by dummies, and one-twentieth by cable. Electric welding has been reduced to the utmost exactness. An invention for factories enables any person in any part of the factory to stop the main engine by the touching of a button, the wire connecting with the engine governor. In cases of accident this is a very useful device.

FOR THE WORLD'S FAIR.—Five examples of the ceremonial dresses of the Jibares and Ziparros Indians have been secured for the World's fair by the special commissioner to Peru and Bolivia. One of the Jibares costumes consists of a feather skirt, a beautiful crown of feathers, with feather ear ornaments and a singular back ornament of polished bird-bones arranged in bands, monkeys' teeth, and metallic beetles' wings, with armlets and leg ornaments formed of bands of black seed and monkeys' teeth, a necklace of tigers' teeth, and three long strings of beautiful beetles' wings suspended from the back of the headdress. The two Ziparros costumes are woven of human hair and are ornamented with geometrical design in discs of a pearly bivalve shell, bird-bones, and monkeys' teeth.

THE USE OF THE SEARCH-LIGHT.—When the vessels of the White squadron visited New York recently the public was treated to a brilliant showing of the modern search-light. Five years ago search-lights were very rare. To-day there is scarcely a craft, whether in naval or commercial marine, without some sort of a search or beam-light. They are especially useful in signaling and in showing the way along difficult harbor channels. As part of a system of harbor defences they prevent blockade running. A few of them properly arranged would so dazzle the pilots that undesirable navigation would be prevented. As a life-saving accessory the search-light was of the utmost value when the *Utopia* was lost in Gibraltar bay. In foggy weather the search-light removes many of the objections of the fog whistle. Thrown skyward the beam of light can be seen at a great distance, and from its direction and movement the position of an approaching vessel can be closely fixed.

CROSSING THE DESERT OF CENTRAL ASIA.—The railroad train makes an average of fifteen miles an hour in crossing the 900 miles of desert from the Caspian to Samarkand. In America that would be called slow traveling, but the roughness of the road and the character of the country makes a faster speed impossible. For hundreds of miles the road runs through nothing but scanty wastes and after every storm it has to be cleared of sand. The steamers on the Caspian and the locomotives of the Trans-Caspian railroad are run with petroleum as fuel.

RESOURCES OF NOVA SCOTIA.—Residents of the United States scarcely realize the natural wealth of some of the Canadian provinces. In Nova Scotia, for instance, are found coal, gold, iron, manganese, antimony, marble, gypsum, limestone, and sandstone in abundance. Its great forests present facilities for lumbering and shipbuilding; its lakes, rivers, and coast waters swarm with fish, and its fertile valleys and mountain slopes will produce all sorts of grains and vegetables.

AN ELECTRIC BIRD.—Prof. Ader, of Paris, has built a flying machine in which electrical motors play an important part. It is made in the form of a bird, and the wings have a spread of about fifty feet. They are made of wicker, with silk covering. The propeller, which is similar to those used in steamships, is in front. Prof. Ader says he has traveled several hundred feet at a distance of sixty feet from the ground, that he steered without trouble, and that he descended simply because the accumulatory feeding current to his motor was exhausted.

TREE DWELLERS.—In many parts of Africa, especially on the Shari, Mobangi, and Lomami rivers, the little houses of the natives may be seen perched high up among the branches. They live there to be out of reach of their enemies and of the water that periodically overflows the land. There are many tree dwellers in Borneo, New Guinea, and the Solomon Islands. In the latter islands houses are built fifty or sixty feet from the ground. When the person in the lookout discovers an enemy approaching, the women and children hurry up the ladder to their lofty houses where the arrows and lances cannot reach them, while the men stay on the ground to fight the foe.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

WHERE COLUMBUS FIRST LANDED.

The *expedition* sent out under the auspices of the *Chicago Herald* is one of the phases of modern progressive journalism that deserves the credit it received and for which due acknowledgement was cordially granted by the American people. But the declaration of those engaged that they have established beyond doubt, or any possibility of future conjecture, the exact spot, or even an approximate site, where the Italian-Spanish navigator (who was, however, as has been pretty conclusively proved, a Frenchman) first trod the soil of the Western continent is to be received negatively. It requires more than a hasty inspection of a few weeks to demonstrate the fact.

This is an old discussion which has received many contributions. Our school histories have always taught that it was Guanahani or Cat Island that first felt the impress of the great discoverer's foot, but there has long been a difference of opinion on the subject. The current idea obtained recognition through the writings of Irving and Humboldt.

English historians have always identified his San Salvador as either Watling's Reef or Grand Turk Island. One recent writer of prominence claims it was Hispaniola. The difficulty which the matter has always presented is, that it is impossible to identify Columbus' description, and the names he gave the places discovered have long since fallen into innocuous desuetude. Capt. G. F. Fox, of the United States Coast Survey, gave the subject long investigation and issued a report in 1883. He concludes that considering the geography of the region, the known points of Columbus' explorations, and the log-book of his voyage, San Salvador was what is now known as Samana. He sustains his various positions very strongly.

But there is even another possibility, and that is, that the "unknown island"—for such it ever will remain—has sunk beneath the hurricane-ridden waters of the Caribbean sea. The disintegrating forces of wind and wave have produced great local geographical changes there, and ocean currents and volcanic action have raised to view and sunk from sight a thousand square acres of land since that memorable morning of October 12, nearly 300 years ago.

Vide "Handy Helps."

ALBERT P. SOUTHWICK.

What is the so-called "New-Education"? Is it a system of education discovered by Col. Parker? If so, why not call it Parker's Education? Is it a plan of education formulated by Pestalozzi? If so, why not name it Pestalozzi's Education? Is it a system of education comprising the best principles and the best application of principles of education, selected from the best educators of all times? If so, why not designate it as the Eclectic Education? Wherein consists the fitness of the words "New-Education"? What is the newness, the novelty, or the freshness that preeminently distinguishes the so-called "New-Education"? Can it be that, after all that has been written and said in praise of the so-called "New-Education," the word "new," in its application to the so-called "New-Education," is merely for effect in advertising,—like "Eureka" on a patent churn, or the dog looking at his own image in a polished boot, pictured on a blacking-box lid? If there be a system of education, which is really the right, the true, or the good education, I desire to know that Good Education, that I may avail myself of its advantages in teaching.

Eschool, Pa.

W. E. B.

The term "New Education" has been applied to that new form which education has been assuming since the time of Pestalozzi and Froebel. In the hands of the latter the teaching of children became so markedly different from what it had been that the term, "new" fell naturally from the lips of those who studied it. But as Newton, studying the course of the falling apple, was led to consider the moon and planets, so students of the ideas of Froebel and Pestalozzi extended the range of the application of their principles, and there has sprung up, in many schools, a different form of education from that pursued elsewhere, and the term "New Education" has been applied to these forms. Col. Parker, having thoroughly devoted all his time, to expounding scientific methods of education, is naturally looked upon as headquarters for "New Education" ideas. There have been and are those who claim that the term has been applied for advertising purposes; but the fact that the greatest city in your state has gone over to the "New Education," as well as many others, should teach you that it has come to stay.

But there are difficulties; the main one is that this form of education is "New;" there are few men who understand it. Col. Parker tells us, "This is what I believe concerning education to-day; upon investigation, I may think differently next year." This is courageous, but it leaves many questions still entirely open. And so we must say to you that "a system of education which is really the right, the true, or the good," has not yet been discovered—but it is being discovered. There is no way for you other

than the one for Edison, to become a student. Take off your coat, roll up your sleeves, apply your best energies to the study of the child; read what the masters in education have to say and study, in the light they afford.

In your "Questions and Answers," you say that "Leaves are the lungs of the plants, and give off oxygen equally both day and night." In your statement you contradict Encyclopedia Britannica, Wood, and Gray, and others who agree that "it is only in sunshine or bright daylight that the green parts of plants give out oxygen gas—then they do."

Neb.

E. A. B.

It has been established, beyond a question, that healthy plants always give off oxygen both day and night. In this respect they are true lungs, and act like all other lungs, viz., in having the power of taking the oxygen from the air and transmitting it to the blood. In the case of the plant the sap is the blood, and is purified by the presence of the oxygen. The quantity of oxygen given off is much greater in bright sunlight than in the night. How does the oxygen get into the sap of the plant unless absorbed from the air. Surely it does not come from the water (H₂O), for the plant has no power of decomposing water; at least, it has never been shown that it had. All botanical authors admit that the plant gets oxygen from the air and gives it off in the same way. It has also been shown that decaying vegetable substances give off carbonic dioxide (CO₂). Healthy plants never give off (CO₂) carbonic dioxide. There isn't a particle of evidence that they do, whereas there is abundant evidence that they continually give off oxygen in comparatively great quantities in sunlight, but in some quantity all the time, night and day. What author does E. A. B. quote from?

A.

Some weeks since I saw in THE JOURNAL the statement that teachers ought to acquaint themselves with the principles of law. I believe THE JOURNAL is right, and I have been for some time looking for a work that would be suited to do this for the teacher. Do you know of such a work?

Alabama.

C. W. S.

We suppose by "Law," that you mean school law.

"The Power and Authority of School Officers and Teachers," is the title of a little book published by Harper & Brothers, which will answer your question and give the necessary information.

1. What course would you take with girls from 12 to 17 or 18 who do things to annoy the teacher?
2. Do you think a person with a good district school education who reads educational papers and books and tries to keep up with the times can be a good teacher?

Williamstown, Vt.

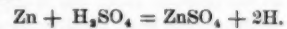
W. I. C.

There is only one way to manage girls of that age with an antagonistic spirit; and that is to arouse their pride for the school to the degree that they will feel largely responsible for its success. Make them personally friendly and sympathetic with you. They wield a strong influence, and it must be turned into the right channel.

2. Your question answers itself. Certainly, why not? Remember that it was a liberal education to sit at one end of a log, if Dr. Mark Hopkins was at the other end. The teaching power lies in the individuality of the teacher, and not in diplomas or titles.

Please give an equation representing the change which takes place in making "hydrogen" by acting upon zinc with sulphuric acid and water.

G. H. P.



(Zinc + Sulphuric acid = Zinc Sulphate + Hydrogen.)

The water used in the experiment is not added to the equation because it undergoes no change; it is employed simply to dissolve the zinc sulphate as fast as it is formed, so that the acid can attack the zinc readily and continuously. After all the zinc is dissolved, the liquid left will be zinc-sulphate dissolved in water and the surplus of sulphuric acid that has not been used up in dissolving the zinc.

Pittsburg.

GUSTAV GUTTENBURG.

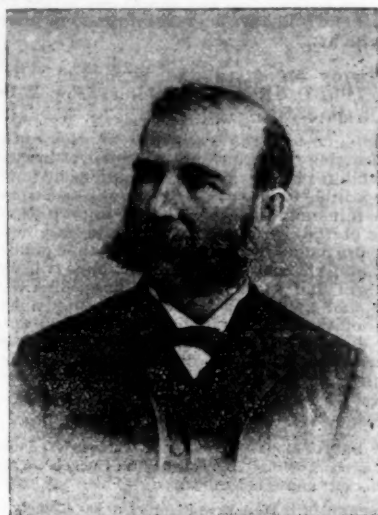
Would you have pupils learn declamations? Is it not a waste of the pupils' time?

E. G. P.

The idea is a good one, but much abused. Set a boy of twelve or fourteen years of age should be taught to learn and declaim Patrick Henry's celebrated oration shows his teacher is out of place in the school-room; he is "butcher ing the job" he has undertaken. There are pieces that are suited to all ages; the teacher should select with judgment; that is, select what is appropriate for a boy to speak. By the way there is a great humbug about "declaiming." To get up an entertainment and have the school children learn pieces and speak them is one thing; it is not done educationally; it is done for entertainment. I understand you to ask respecting doing this thing for educational purposes. If you must have an entertainment, why have it: it is not wrong; but do not have an entertainment and say, "See what beautiful educational work I am doing." But even then in selecting pieces good judgment must be used.

Don't wait till your system is all run down, but take Hood's Sarsaparilla now. Sold by druggists.

THE EDUCATIONAL FIELD



EDWIN O. CHAPMAN.

Edwin O. Chapman was born in Waterford, near New London, Conn., in 1842.

He attended the little district school, then the Bartlett high school of New London, and after that the state normal school at New Britain, Conn.

At the age of seventeen he was teaching in New London, and was vice-president of the county teachers' association and president of a literary and debating society, which numbered among its members the brightest young men in New London. Ex-Governor Waller was a member.

He enlisted in 1861, and went to the front in the Second Connecticut regiment, commanded by the late General Alfred H. Terry. Upon his return he taught four years in N.Y. City, and then took charge of the Hudson City high school. At the consolidation of the city with Jersey City, he was elected city superintendent in 1870. He served but one year, when by an act of the legislature, all the city officers but the mayor were legislated out of office. He was put on the board of education for four terms, and during those years wrote much for the New York newspapers, made many books for children, and edited the trade journals of the American News Co.

Mr. Chapman served as a member of the New Jersey assembly in 1883, 1884, and 1885. In the last year he was elected state superintendent of New Jersey by the state board of education.

During his administration the state tax has increased from four to five dollars per child; the school fund has been invested in such a manner as nearly to double the income, and the school-houses have been greatly improved, etc. Supt. Chapman takes great interest and an active part in all movements that concern the welfare of his adopted state. He is at present president of the state sanitary association, one of the most efficient organizations of the kind in the country, and is a good sample of a sound headed, all-around thinker, in earnest and hard at work to improve the public schools of the state.

A LETTER in *The Christian Union* of August 22, from General S. C. Armstrong, of the Hampton colored and Indian school, Va., who writes from the Hawaiian islands, contains many items of educational interest connected with the island. Gen. Armstrong spent the first twenty-one years of his life in Hawaii, his father having charge of the public school there. He says: "I have seen a good deal of teaching in my day, but never knew of better all-round training than that given at Oahu college under President E. C. Beckwith, and his brother George, graduates of Williams college, Massachusetts. I would not exchange my own preparatory and two college years at Punahou, for the like at any institution I know of in America. On the religious side the influence was wise and strong. We had other educators, too; the wonderful mountains which we explored, for here are the loftiest island summits in the world, two of them fourteen thousand feet in height. * * *

The Nicaragua Canal will more than double the value of these islands and their importance to the United States; but annexation is not desired on either side. * A complete system of common schools is provided for all, Protestant and Catholic preachers being allowed access to the children out of school hours. * * *

English is generally taught and the hope of the nation is in this fusing of its polyglot youth who will grow up in mutual sympathy with a common language. * *

The co-education of the sexes has not been tried. * The Kamehameha school is a splendid industrial institution for Hawaiian boys and girls, on separate grounds. It was endowed with a fortune of nearly half a million dollars by an Hawaiian princess and bears the name of the noblest purely savage dynasty that ever lived. Its buildings and workshops are fine and would do credit to any country. It has been in operation but three years, and has graduated its first class ten young men, whose commencement day was brilliant."

THE JOURNAL has steadily pointed out that educational progress can only be made by demanding better teachers; this means more knowledge and more skill. The teachers have grumbled a good deal because we have asked them to be better scholars; they have insisted they knew enough already. But what a sorry record will be made in many places. The *Sacramento Record-Union* remarks upon the results of the county examination of teachers as below:

What right has any person to a certificate of qualification as a teacher of any grade who defines obesity as "a bow," or the other person who said it was "improper language," or the third who defined it as "courtesy"? Cholera was defined as "water to snatch"; partridge as "killing something"; billingsgate as "water in the bottom of a ship." Humidity was defined "peaceful" and "calm"; calibre "one who scribbles"; caricature "small in character." Environ the board was told by one meant "envicous," and by another "irritated." Our Christian friends will not feel that the person who defined demagogue as "one that professes religion" is certain of eternal salvation under present conditions, and logicians will be more amused than amazed that a teacher should define hypothesis as "the longest side of a triangle," and vitiate "to make vital." Another gave to paper this wonderful definition: "Certain rules a person must go through to be a member of society." Doctors will be excited to mirth by learning that in the opinion of some one aspiring to teach the young idea how to shoot, mercenary means "the place where medicine is kept," and medicament is one who "deals in medicines."

So the list runs on—indigenous, "not digested"; arrogant, "average"; agrarian, "a combatant," and one wrote that antiseptic means "to take before"; while alluvial means "round," and cursory "that which is a curse." This last was not, however laughable, so bad as that of the aspiring pedagogue who defined benignant as "uncivilized," nor so unparadoxically stupid as the candidate who gave a definition for nocturnal by which it was declared to mean "every three months." Arable was defined as "that which may be read"; effervesce, "respect"; guerdon, "that which girls"; erratic, "rational"; hypothecate, "to make ridiculous"; prestige, "put on extra work" and "a robe"; reciprocity, "that which is brought before the head"; urbanity, "profanity"; compendium, "reference to writing," and so on. But we submit that, despite lexicographers, the ambitious one brilliant genius was right who defined celibacy as "unsoundness of mind."

Two serious defects in the construction of the school-houses are noticed in *The Examiner* of August 27. One is the lack of play grounds where masters can join in and direct the play—English fashion. Sending the children on the street for play is to make them feel like little Ishmaels, and so they are regarded by the neighbors and passers by. The other criticism refers to the desks and seats in our public schools. They are likened to the bed of Procrustes, where children long or short must adjust themselves as best they can. School rooms as they are built, and the present demand for the good physique of children, do not suggest consistency.

SOME interesting facts are furnished by the *Oklahoma School Journal* of their territorial schools. The census shows the number of persons of school age in the territory to be 17,983. The Federal appropriation for school purposes is \$50,000. The scale of wages is based on a term of three and a half months' school, and on the grade of certificate held by the teacher; third grade certificate, \$35; second grade, \$30, and so on to the superintendent of the public schools of Guthrie or Oklahoma city, \$50. This young territory, however much it may have to learn of the practical building up of a school system, has started right in making a distinction in salary between those teachers who are ambitious and those who are not.

In Tarrant Co. (Tex.) there was a grand re-union of the friends of the Mansfield college. Among the nice things were a "Rainbow dance" by seven young ladies, and a "Broom waltz" by ten little girls. If there should be a "Rainbow dance" at the New York State Teachers' Association next year we will wager a full attendance.

THE number of teachers who have been requested to resign or have not been re-elected, is quite large this year as usual. Now the time never will come when school officers will appreciate properly the services of the teacher; but the time ought to come when a man doing a good work will be permitted to go on and do it. Num-

erous letters have come saying: "Well, I did a good work, but a mean spite was aroused and I am out in the cold." In one case a tinner did not get the job of fixing the roof of the school-building; in another the teacher had spoken at a temperance meeting. Horrors! the liquor dealer was on the board. In another he had introduced some text-books not published by—, and so—went for him, etc." It is poor consolation to offer these brethren, but let us hope they will all get places at better salaries. It often happens that way.

THE new North western Christian college at Excelsior, Minn., will open September 15, 1891. There is an opportunity for the child to enter at the kindergarten, and come out at the end of the course a bachelor of arts or divinity; or, still further, he can take graduate course^s of philosophy or classics. Rev. M. H. Tipton, A. M., formerly of Middleport, Ohio, is president. College extension will be made a feature of the more advanced departments. Students so situated that they cannot be at the college can study at leisure, report progress, and receive a diploma at the completion of the course.

In a London meeting many years ago, when a skeptical "society" had been listening to a certain doctor's theories on co-education, an excited disbeliever demanded, "How do you discipline a school of boys and girls together?" The doctor answered, "We don't have anything to do about it. The boys discipline the girls and the girls discipline the boys, and if the boys have the worst of it, as we sometimes think, they enjoy it, and I'm not sure but they need it."

It is said that the only words in the English language that end in "ceed," are "exceed," "proceed" and "succeed"; that only four English words end in "cion": "coercion," "suspicion," "internecion" and "epinicion"; that only four end in "dous": "hazardous," "jeopardous," "stupendous," and "tremendous."

DR. MALBY, of Slippery Rock normal school, Pa., remarked at the teachers' institute recently held at Allegheny, Pa., that a kind word given to a teacher lightened her work for the whole day; upon which a young lady in the audience exclaimed, "That's a fact!" Superintendents and principals of schools will do well to feel the earnestness of the young lady's rejoinder, as they open school next week. "When we please our principal," said a teacher once, "he says nothing, it is only when we do not please him that we ever hear from him." A poor commentary on the work-habits of any superior officer.

At the close of the summer normal at Jacksonville, Fla., a reception was given to Prin. Wm. M. Artrell, the conductor, by his pupils. Several expressed themselves as highly pleased with Prin. Artrell for the pains he had taken to improve them, and to fit them to teach according to the most advanced methods. Mr. Artrell urged them to try and become professional teachers, to take educational papers, and read the best books on pedagogics so as to keep abreast of the times; to prepare their lessons carefully each day before going to school, and to attend the monthly meetings of the county teachers' association.

It was remarked the other day that, in the seeming craze for suiciding, the teachers were the only ones who seemed determined to stay in the world till the last moment possible. It certainly looks well that few wrongs, crimes, block-headedness, and fool-headedness are charged upon the teachers; they stand next to the preachers.

A NEW subject will come up for debate in the country lyceums this winter: "Did Secretary Foster do right?" It appears that he wanted to get more gold into the U. S. treasury. As the New York bankers were sending money to the West to purchase the crops, he told them his agents would send the money for 15 cents per \$1,000 (the express companies charged 25 cents) thus effecting a saving of \$1,000 on every ten million sent. When they sent money to the U. S. treasury, he insisted it should be in gold, but he did not send on this gold to the West, but greenbacks instead, putting the gold in the treasury. Did he do right?

A THIRTEEN-year-old boy from New York city has been sent to the "Insane Asylum at Ward's Island, as the result of cigarette smoking. Teachers will find dulled brains this year as the result of this growing habit and will never know from what the trouble arises. "Line upon line" may show but little result, but it is dangerous to let the "lines" and "precepts" cease.

BOOK DEPARTMENT.

NEW BOOKS.

THE ENGLISH LANGUAGE. By Brainard Kellogg, LL. D. and Alonzo Reid, A. M. New York, Effingham Maynard & Co. 170 pp. Introduction price, 60 cents.

This is a most excellent little book containing more information about the origin of the English language and the grammatical changes that have taken place than we remember ever to have seen before in as little space. The authors tell us what we owe to the early conquests and languages of Britain, discuss the Norman conquest and the new tongue, speak of the various changes of Anglo-Saxon words in becoming English, devote chapters to dialects in English, Latin derivations, synonyms, and prefixes and suffixes, and gives word-analysis and word-building very thorough consideration. The book is valuable on account of its brevity, clearness, and excellent arrangement. Many students who would be frightened by the larger works on Anglo-Saxon and the derivation of English words will be attracted by this small and compact treatise. It will increase the enthusiasm in the study of English in the school-room. Those who desire to have a thorough knowledge of our language may obtain a clear idea of what there is to learn from these pages.

ONE THOUSAND COMPOSITION SUBJECTS. For the use of teachers and pupils. Compiled by Miss E. S. Kirkland. Chicago: For sale by C. M. Barnes. 62 pp. 15 cents.

In regard to the subjects to be chosen for compositions, the teacher is doubtless as often puzzled as the pupils. To have a list from which to select is therefore very desirable. The author's subjects are classed as educational, historical and biographical, domestic life, social matters, political economy and national topics, life, literary and artistic topics, discipline, imaginative, reflective topics, travel, and moral topics. From these the teacher will have no difficulty in choosing subjects that suit the age, mental development, and tastes of the pupils.

OBSERVATION LESSONS IN THE PRIMARY SCHOOLS. A manual for teachers. By Louisa P. Hopkins, supervisor of elementary science in the Boston public schools. 213 pp.

There has been a great change during the past few years in regard to the teaching of science, indicated by the numerous books on teaching science to young pupils. Mrs. Hopkins is one of the foremost in her line, and hence when she writes it is from a mind filled with school-room experiences. These manuals (four in one volume) were prepared for the Boston primary teachers. They have been adopted by the Boston school board, and "aim to formulate the general principles of an educational method which is now being introduced into the educational system, viz.: self-activity in observation, inductive thought, and tangible expression, or the acquisition of knowledge, and mental and moral development through the training of the senses, the training of the hands, and of all the powers of observation, demonstration, and expression." Under "Sense Lessons," besides general directions and programs, we have lessons on color, form, place, size, and the qualities of objects. Then there are lessons on "Plant and Animal Life," "Physical Phenomena of Nature—The Human Body" and "Physical Exercise and Manual Training." The "Sense Lessons" are especially recommended to the teacher who wishes to bring out all there is in the child. The model lessons in the second part will point the way for other lessons on "Animal and Plant Life." Under "Physical Exercise" are specific directions accompanied by numerous cuts, and in "Manual Training" we have paper-folding, clay-modeling, drawing, knife work in wood, etc. It is just the book that those who wish to know how the most advanced teachers work ought to have.

THE CHILD AND NATURE; OR, GEOGRAPHY TEACHING WITH SAND MODELING. By Alex. E. Frye. Hyde Park, Mass.: Bay State Publishing Company. 210 pp. \$1.00.

Mr. Frye is one of the most interesting of writers on geography. In this book, to quote his own language, his aim is (1) "to grade and apportion the subject-matter of natural geography to the successive stages of development of the child's mind, and rid the study of its myriads of worthless details; (2) to direct attention to the laws of mind-growth which condition methods of teaching, and to suggest devices for stimulating and directing mental energy; and (3) to review the literature of geography, and indicate lines of study for teachers." He places great stress on sand-modeling as an aid to the understanding of continental relief, lake basins, and river systems. Formerly very little pains was taken to impart an idea of the height of land masses—a most important omission. Mr. Frye's way of teaching geography is a source of unending delight to the young mind. How different from the old listless, lifeless way of droning geographical facts, many of which were not worth learning and would not be remembered for a week! Mr. Frye begins with home geography, studying forms of land and water, giving illustrative lessons, and mapping the district; then studies the forces—water, soil-making, air, form, size, and motions of the earth, and climate; life—animals and plants; man—occupations, commerce, races, religions, and governments. Foreign geography has a similar treatment. A prominent place is given to questions, especially those that will stimulate thought and observation.

"FRITZ" OF PRUSSIA, GERMANY'S SECOND EMPEROR. By Lucy Taylor. London, Edinburgh, and New York: T. Nelson & Sons. 1891. 512 pp.

However high the respect felt in this country for "Unser Fritz," Americans can scarcely realize the high regard and admiration he won from his countrymen. He proved that, in this age at least, a prince in order to obtain a strong hold on his people must be a man of courage, intelligence, honor, courtesy, as solicitous for the welfare of the humblest as for the most exalted of his subjects. Such was "Fritz" whose long and painful illness served to increase the affection that Germans had conceived for him, on account of his career as a soldier and a man of high character. The work of writing his biography fell into good hands. The author has blended personal history and the narration of events that stirred a continent, in a delightful manner. She outlines old Prussia, sketches the careers of the immediate ancestors of "Fritz," describes the youth's education and his career at foreign courts, and details his services in the Austrian and French wars and his brief reign and early death. Thousands in this country will read this volume with great interest. It has portraits of Kaiser Wilhelm I., "Fritz" as Crown Prince, and Kaiser Wilhelm II., and is attractively bound in blue cloth with lettering and decorations in gilt and black.

POLITICS AND PROPERTY, OR, PHRONOCRACY. A compromise between democracy and plutocracy. By Slack Worthington. New York and London: G. P. Putnam's Sons. 1891. \$1.50.

There have been all sorts of *ocracies* and *archies* since the world began and we now have another one phronocracy, which is a compromise between plutocracy, the rule of rich men, on the one hand, and the disorganizers of society on the other. The writer believes there are many evils coming from a preponderance of wealth, that working men have grievances. He holds, however, that property and education should rule and that there would be nothing so bad as to resign society to the tender mercies of ignorance and anarchy. He is the outspoken foe of protection in any shape, and says there is no need of a tariff even for the raising of a revenue. The author considers monopolies and government control of them, inefficiency of most governmental management, single or land tax, cumulative tax, suffrage, ballot reform, trade, money, work, wages, immigration and foreign proprietorship, desirableness and result of territorial annexation, etc. These are subjects about which intelligent Americans are thinking, and on which teachers, of all others, should be well informed. They should read this book, and esteem it a great favor to have topics so closely related to human welfare discussed in such an intelligent and thorough manner.

THE GLOBE HAND ATLAS. A series of fifty-four maps, illustrating physical, political, commercial and classical geography. By J. G. Bartholomew, F. R. G. S. New York, London & Edinburgh: Thomas Nelson & Sons.

This small quarto atlas has maps of all countries in the world, and these maps are of sufficient size and detail for all ordinary purposes. Those living in the United States will note the care taken to produce accurate maps of our continent, our states, Canada, Mexico, and South American countries. One map showing the north Atlantic steamship routes will attract special attention. There is an excellent railroad map of the British Isles and maps showing the countries in the United Kingdom, besides accurate maps of all the countries in Europe, and small maps, scattered through the book, of most of the important cities of the world and their surroundings. The general index has nineteen pages of names of cities, countries, lakes, rivers, etc.

DUTY:—A BOOK FOR SCHOOLS. By Julius H. Seelye, D.D., LL.D., late president of Amherst college. Boston: Ginn & Co. 71 pp. 30 cents.

In this book Dr. Seelye writes of "Duty" in all its principal phases, endeavoring by the use of simple language and numerous illustrations to bring the subject within the comprehension of the child. He has been necessarily brief, for the child's memory must not be overloaded: at the same time this brevity leaves the field open for the teacher to introduce such stories or observations as may occur to her. After some general remarks on duty, the author considers his subject under three main heads—Duties to God, and Duties to Mankind, and Culture of the Moral Life. In some points, as those relating to freedom and to property, where serious errors are very easy, he has preferred to state the principles which he believes the child will approve in his mature thought, even if he does not fully apprehend them now, rather than to leave the matter clear but incomplete. The book may be made a great aid in cultivating a sense of duty in the child.

THE COMPLETE MUSIC READER. For high and normal schools, academies, and seminaries. By Chas. E. Whiting. Boston: D. C. Heath & Co. 1891. 90 cents.

"The Complete Music Reader" is intended for mixed high schools, academies, seminaries, etc., and contains two-part songs, three-part songs, four-part songs, anthems, and choruses, hymn tunes, and patriotic tunes. It answers every purpose for those who have not had an elementary musical training, as the first forty-eight pages are devoted to musical notation, and a large variety of exercises and solfeggios are given for practice in connection with the rudimentary department. Care has been taken to select anthems of moderate difficulty, and many of the hymn tunes are also quite easy. Both

foreign and American composers are represented, and many of the original compositions have never been published in any other book. The book comes up to the mark in regard to freshness and adaptation to the needs of the school and will have a great influence in advancing this useful art.

CATALOGUES OF MINERALS AND SYNONYMS. By T. Eggleston, Ph. D. New York: John Wiley & Sons. 1891. 378 pp. \$2.50.

This catalogue was the outgrowth of the author's work in arranging collections in the school of mines of Columbia college. In making investigations he found it almost impossible to get at the different synonyms of the various minerals, on account of the imperfections of the indices of the various works. There are several thousand more names in this than in any other published index, and mineralogists and those who have collections to arrange will find it very useful. The species, doubtful species, and synonyms have been distinguished by differences of type. The synonyms under each species have been divided into classes where that is necessary, and then arranged alphabetically for convenience in referring to them.

ANNOUNCEMENTS.

HARPER & BROTHERS have just issued Thomas A. Janvier's new volume of short stories. It is called "The Uncle of an Angel, and Other Stories," and is illustrated.

LEE & SHEPARD, of Boston, have in press a handsomely illustrated volume by the Rev. Louis Albert Banks. The book is a series of realistic studies of the sweating, tenement house, and kindred wrongs of the working people of our great cities.

GINN & Co. have published "Cardinal Newman's Essay on Poetry with reference to Aristotle's Poetics," edited by Prof. A. S. Cook, of Yale university, editor of "Sidney's Defense of Poesy," etc.

J. B. LIPPINCOTT COMPANY, in order to meet the increasing demand for the historical works of William H. Prescott, have reduced the price of their popular edition, in sixteen volumes, to a figure that places it within reach of all who wish to procure this valuable set of books. The work is edited, with latest corrections and notes by J. Foster Kirke.

D. C. HEATH & Co., Boston, have just published a "Manual of Plane Geometry," on the Heuristic plan, with numerous extra exercises, both theorems and problems, for advanced work, by G. Irving Hopkins, instructor in mathematics and physics, Manchester high school, N. H., with an introduction by Prof. Safford, of Williams college.

HOUGHTON, MIFFLIN & Co. announce the publication of "The Laws of Daily Conduct," by Nicholas P. Gilman, and "Character-Building, a Series of Talks between a Master and his Pupils," by Edward P. Jackson, A. M. These are the two productions that recently divided the prize of \$1,000 offered by the American Secular Union for the best work calculated to aid teachers in giving moral instruction on a scientific basis.

HENRY ALTEMUS, of Philadelphia, has issued the famous addresses of Prof. Henry Drummond complete in one volume.

JOHN W. LOVELL CO. have brought out in their American Authors series a novel entitled "Pudney and Walp," by F. Benn. It touches fearlessly upon certain complications which are liable to occur between capital and labor, when the capitalist has risen from the ranks of the workingman.

ROBERTS BROTHERS have on their list a useful book by Anne Payson Call. It is called "Power Through Repose," and its object is to point out and correct the loss of power, both of body and mind, which results from the habits of the American people, and to correct the same by insisting upon proper nourishment, open-air exercise, and perfect rest for the body, and right training and due relaxation of the mind.

MACMILLAN & Co. have on their list many cheap and notable editions of noted English writers, including Chaucer, Cowper, Goldsmith, Gray, Shakespeare, Southey, Tennyson, Milton, Wordsworth, Scott, Sidney, and others.

The **SCRIBNERS** are to be the American publishers of an anthology, selected by Mr. W. E. Henley from the best English verse of the last three centuries, descriptive of heroic action and laudatory of heroic sentiment.

MAGAZINES.

The *Magazine of Art* for September has for a frontispiece a reproduction of A. A. Anderson's picture, "The Morning after the Ball," etched by Eugene Champollion. "The Dragon in Mythology, Legend, and Art" is an illustrated article that will interest students both of art and literature. M. H. Spielmann contends, in his paper on "Our Artists and our Universities," that the universities of England do not sufficiently honor the profession of art. The second paper on "The Maddocks Collection at Bradford" is given with engraved reproductions of the more striking pictures.

Andrew D. White's paper in the *September Popular Science Monthly*, "From Fetish to Hygiene," shows how science has taken the place of superstition, so that many diseases that were formerly thought to be caused by the devil or witches can now be warded off. Prof. C. Hancherson Henderson contributes a long, illustrated article on "Glass-making." "The Doctrine of Evolution" is discussed by John Fiske, and Garrett P. Servis seeks to answer the question, "Can we always count upon the sun?" Geography students will gain a great deal of information from the papers on "Views of Running Water," by M. J. Piccard, and "A Classification of Mountain Ranges," by Warren Upham.

Wide Awake for September has many contributions in prose and verse that will please the young people. In the department of travel and biography we have "The Prince Imperial" and "Stanley's Bananas," and in that of outdoor sports "Two Fishermen." Then there are articles relating to ethics, natural history, art-lessons, a serial ("The Peppers Grown up"), a fine array of short stories, etc. Most of the articles are illustrated. *Wide Awake* this month will be in great demand.

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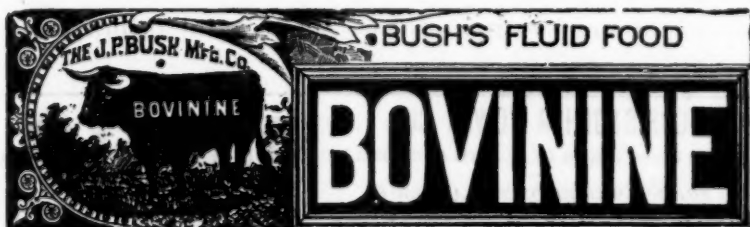
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